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ABSTRACT

This competency based curriculum guide for elementary and secondary physical education classes was developed and pilot-tested by the Louisiana State Department of Education. The goal of the physical education curriculum is to develop skills, knowledge, and attitudes in the psychomotor, cognitive, and affective domains. A grade placement chart indicates the scope and sequence of required activities at specific grade levels. The activities are divided into eight units: (1) movement; (2) physical fitness and motor fitness appraisal; (3) dance; (4) team sports; (5) individual and dual sports; (6) lifetime sports; (7) park and recreation games; and (8) outdoor activities. Each unit lists the skills, performance objectives, and grade level for the activities and suggests methods and techniques for teaching the required competencies. A bibliography is appended to each activity unit. (FG)

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

PHYSICAL EDUCATION AND RECREATION CURRICULUM GUIDE
GRADES K-10

BULLETIN 1597

J. KELLY NIX
State Superintendent

SP 019 474

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DEPARTMENT OF EDUCATION

PHYSICAL EDUCATION AND RECREATION
CURRICULUM GUIDE
(K-10)

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1981

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Office of Academic Programs

J. KELLY NIX

State Superintendent

FOREWORD

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools. These curriculum standards include curriculum guides which contain minimum skills, suggested activities, and suggested materials of instruction.

During the 1979-80 school year, a curriculum guide for physical education and recreation was developed by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. The major thrust of the curriculum development process has been the establishment of minimum standards for student achievement. The curriculum guide also contains activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the Physical Education and Recreation Curriculum Guide was piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner-city, and rural schools. The standard populations involved in the piloting reflected also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies utilized the curriculum guide to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the pilot study, revisions were made in the curriculum guide to ensure that it was usable, appropriate, accurate, comprehensive, and relevant.

Following the mandate of Act 750, curriculum standards for all required subjects are now ready for full program implementation. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curriculum materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration which is to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each educator whose efforts and assistance throughout the curriculum development processes have been and continue to be vital to the attainment of our curriculum goals.

J. KELLY NIX

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This publication represents the cooperative efforts of personnel in the Bureaus of Secondary Education and Curriculum, Inservice, and Staff Development within the Office of Academic Programs. Serving as chairpersons in the development of the guide were Mike Glisson and Joyce Moore, Supervisors of Health, Physical Education and Recreation. Special commendation goes to members of the steering, the writing, the piloting and the revision committees who worked diligently to make this publication a reality.

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INTRODUCTION

Physical education is an integral part of the total educational program in Louisiana. Each student needs and is entitled to participate in a comprehensive program of physical activity, taught by a specialist of physical education. A well-planned, sequential program of physical education contributes to the development of fully functioning individuals capable of living healthy, productive lives in our society. To make a contribution to a student's overall education, it is imperative that physical educators select an instructional model for physical education which provides students with optimal learning opportunities. The program must provide a broad range of activities and students should be allowed to progress at an individual rate.

During the elementary school years, it is important to provide children with a solid base of fundamental movement skills. This beginning level content provides the foundation needed for the later development of specialized, traditional sports skills. At these later levels, opportunities should be provided for students to not only become involved in a broad range of movement forms (games, gymnastics, dance, outdoor adventure) but to also gain intermediate and advanced level competencies in selected sport activities.

Accompanying the progression of movement skills are programs to facilitate the development of physical and motor fitness. Fitness activities make a valuable contribution to a student's overall health and well-being and should be incorporated into all phases of the activity sequence. Figure 1 illustrates a framework which depicts a content progression including physical and motor fitness. The curricular approach shown in Figure 1 is an activity-centered model which takes into account relevant characteristics of the learner.

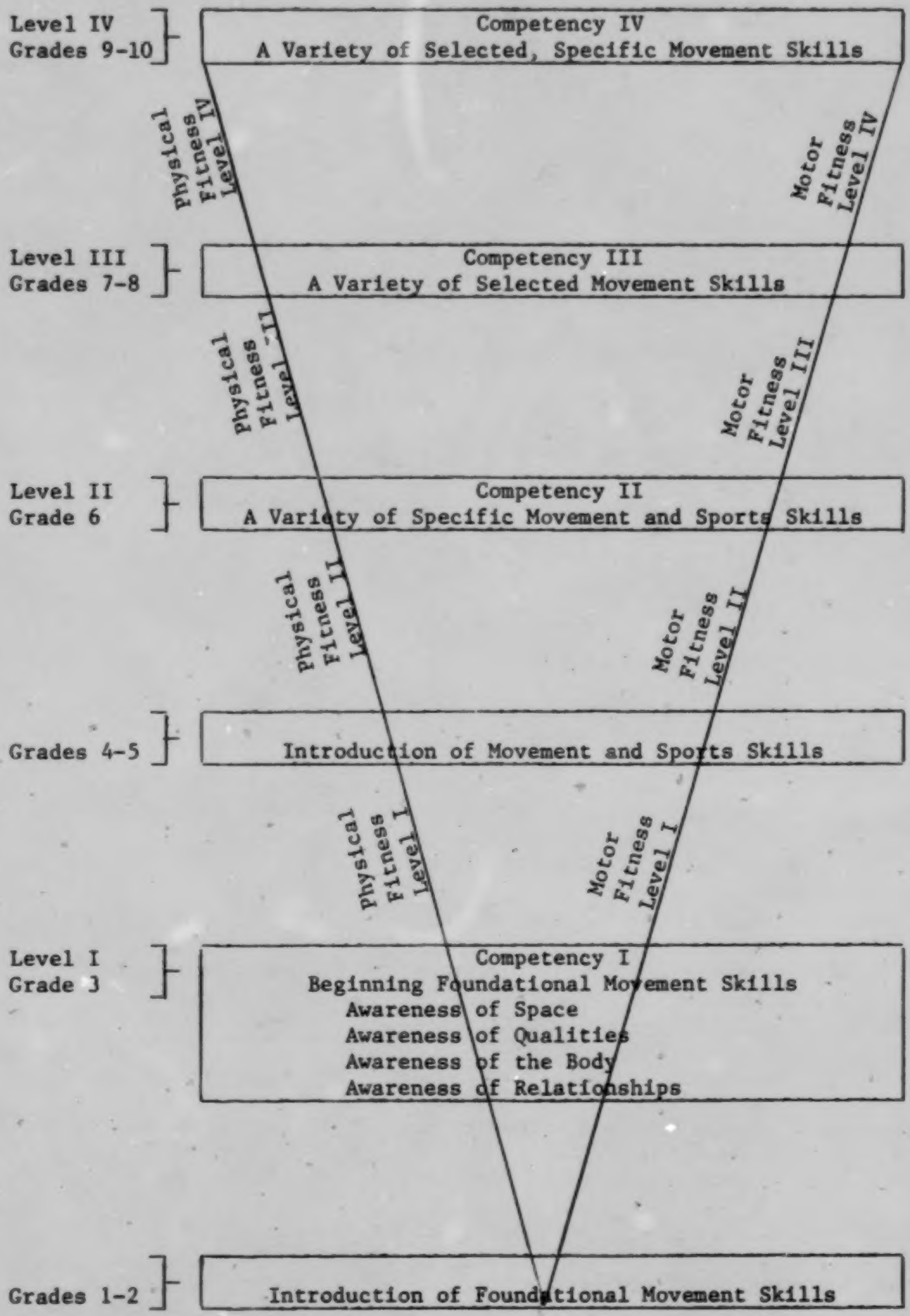
Level IV
Grades 9-10
Competency IV
A Variety of Selected, Specific Movement Skills
Physical Fitness Level IV
Motor Fitness Level IV
Level III
Grades 7-8
Competency III
A Variety of Selected Movement Skills
Physical Fitness Level III
Motor Fitness Level III
Level II
Grade 6
Competency II
A Variety of Specific Movement and Sports Skills
Physical Fitness Level II
Motor Fitness Level II
Grades 4-5
Introduction of Movement and Sports Skills
Physical Fitness Level I
Motor Fitness Level I
Level I
Grade 3
Competency I
Beginning Foundational Movement Skills
Awareness of Space
Awareness of Qualities
Awareness of the Body
Awareness of Relationships
Grades 1-2
Introduction of Foundational Movement Skills

FIGURE 1

For the optimal learning environment to exist, educators must establish clearly what students are to achieve, how this is to be accomplished and to what extent the attempts have been successful. This publication provides a basic list of competencies for the psychomotor, cognitive and affective domains and indicates the approximate time at which each should be mastered. The list is a minimal one and should be expanded by local systems as permitted by each unique situation. The specific needs of students in a specific locale should determine the guidelines for selection of activity units, and it is hoped that this document allows such flexibility. The process at the local level must include an analysis of various factors which provide valuable insights into the task of curriculum development. Alternative activities are encouraged to broaden the instructional program and will add depth to the required units specified by the competencies.

As shown in Figure 2, the successful attainment of the minimal competencies is interrelated with factors such as facilities, teacher characteristics, community and administrative support.

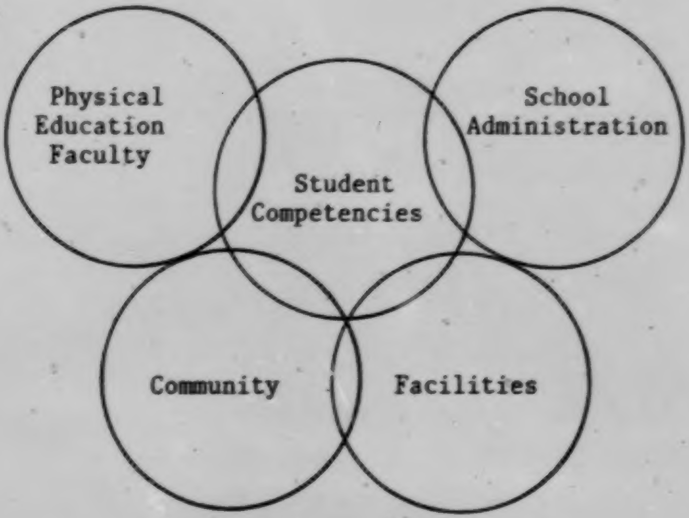

FIGURE 2

Research Implications for Physical Education Competencies

Completed research concerning movement is the point of departure for understanding and developing competency statements. Once initial principles have been identified, ongoing research is necessary to evaluate their validity. This section presents a research review to assist in giving direction to this process. Taxonomies, principles of growth and development, sequencing of activities, evaluation instruments and teaching methodology are considered as essential aspects of this process.

The purpose of taxonomies or classifications, which begin at the most basic level of movement and build in stages to the most complex levels, is a systematic identification of learner competencies. The work of Fleishman (6) with adults and Rarick (12) with children utilized complex factor analysis procedures made possible by computer technology to identify movement proficiencies. Fleishman identified the gross motor skill factors as strength, flexibility, endurance, speed/agility, balance, and coordination. In general, Rarick's work with children paralleled Fleishman's, except flexibility did not emerge as an identifiable factor. Concerning motor ability, several specific manipulative factors emerged that have implication for high order skill levels and for adapted physical education.

Competency for adult movement begins during the early stages of growth and development. Observable changes in body action identify the development of movement patterns through a series of stages that are described as: initial, elementary, and mature (11, 15, 16). In sport skills the stages are identified as general, specific and specialized (15). While most children eventually develop the initial form of fundamental movement patterns regardless of environmental influences, many children need planned movement experiences in order to learn how to progress from initial forms to mature ones (1, 2, 4). The elementary school years, a time of physical stablization and slow, constant physical change, are an ideal time for perfecting the basic movement patterns from infancy and early childhood and using them as a foundation for the acquisition of motor skills (5, 7, 11, 14). Research is clear that children can learn complex skills once thought beyond their maturative level. Thus, maturation and learning in combination are the keys to acquisition of the skill in the child. Physical educators should be cautioned that children learn at different rates. Thus, they cannot expect children to develop uniformly across grade or age levels on a short-term basis.

The creation of movement competencies and measurement are inseparably linked. To insure validity, reliability and objectivity, behavior must be specifically defined. To be valid the test must predict how well one will play the game or perform. Baumgardner (3) reported a latent learning variable in most sport skills tests. The variable was the learning required to understand how to take the test rather than the underlying skill being measured. For competencies to be accurately reported, sufficient practice in the test must be provided before the scores are recorded. Encouragingly, the Research Quarterly periodically reports validated tests in fitness and skill areas with high reliability coefficients.

Concerning research and teacher methodology, Halverson (9) indicated that good teaching in primary grades may not be reflected in increased time, speed, and distance measures but in motor content. Efficient teaching begins to manifest itself quantitatively after children reach the third grade. In the older grades, good teaching not only affects the rate and quality of skill acquisition (13) (14), but also affects positive student attitudes (10). According to numerous research studies, demonstration, transfer of learning and feedback are three factors that can be arranged so as to increase learning.

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KEY TO USE OF THE GUIDE

INTRODUCTION

Physical education programs in every school classification throughout the state should be directed toward individual competencies in skills, knowledge, and attitudes which have been respectively identified as the Psychomotor, Cognitive, and Affective Domains.

The teaching areas and units have been developed for Grades K-10 in a sequential basis with prescribed testing times within each area of the curriculum. A student should attain the minimal competencies in each unit of activity.

With the acceptance of minimal levels of competence, the teacher has been provided a guideline by which programs can be readily instituted for a small group or for a personal basis. It should be noted that a child who cannot achieve the minimal level may need help from a preceding basic skill development and, therefore, reference to such a skill is available. For a student who may possess more advanced capabilities, the teacher may choose to use the next grade level competency as a performance measure. This is not to propose that the curriculum is an answer for all learning, but it will help the student, teacher and parent understand where the student is and, with proper teaching, what he may achieve.

SCOPE AND SEQUENCE

The grade placement chart indicates what activities are required as part of the core curriculum established for Louisiana students. Activities required for each grade level are designated. Performance objectives have been established for these required activities, and minimal competencies are indicated by grade in each required activity unit. Modern Dance, Aquatics, Wrestling, Park and Recreational Games, Outdoor Adventure and some parts of required activities are not required as part of the core curriculum.

Performance objectives in some elective activities have also been established but are listed by levels: Level I (K-3), Level II (4-6), Level III (7-8), and Level IV (9-12). This establishes performance objectives for these activities that may be a part of a program but not required throughout the state and indicates performance objectives desirable for that activity at a specific level.

ACTIVITY UNITS

Activity Content Outline

Each activity unit contains a comprehensive content outline representing a maximal outline of all basic skills, knowledge and attitudes appropriate for inclusion in school physical education classes. Although all programs will not include all information contained in the activity content outline, all programs are expected to include, as a minimum, that part of each outline related to the required minimum performance objectives.

Performance Objectives

This section of each activity unit lists both required and elective performance objectives, that is, skills, knowledge and attitudes expected of students at a particular level or grade. Each performance objective is related directly to the activity content outline by the "topic" listed in the left-hand column.

Performance objectives are written with descriptive criteria or "coaching points" to clarify more fully the competency.

The required grade for testing is indicated in the grade column. Performance objectives not required for testing in the core curriculum are listed as introductory or by levels. The levels indicate that the competencies may be taught within the scope of the grades designated (example: Level III - Grade 7 or 8), depending upon the achievement level of the student. Those listed as introductory should be included in the program of the grade designated and tested when required (example: 1-2 Introduce, 3 Test).

The "notes" column provides space for individual teacher information.

Suggested Activities

The Activities Section provides suggested methods, techniques, and ideas for teaching the required competencies. Flexibility is provided for the teacher to choose those activities appropriate for student and program needs.

Bibliography

The Bibliography Section provides a listing of materials and books available for each activity.

PHYSICAL EDUCATION AND RECREATION

SCOPE AND SEQUENCE

ACTIVITY	GRADE PLACEMENT											
	I			II			III			IV		
	K-1	2	3	4	5	6	7	8	9*	10*	11	12
Movement	+	+	+									
Physical/Motor Fitness Appraisal			+			+		+		+		
Dance												
Basic Steps and Patterns				+			+					
Modern												
Team Sports												
Basketball				+			+					
Football					+		+		+			
Soccer				+		+		+				
Softball				+		+			+			
Volleyball					+			+		+		
Individual and Dual Sports												
Aquatics												
Gymnastics												
Stunts and Tumbling			+	+		+		+				
Apparatus				+		+		+				
Track and Field					+		+		+			
Wrestling												
Lifetime Sports												
Archery										+		
Badminton					+		+					
Bowling					+			+				
Golf									+			
Tennis						+		+		+		
Park and Recreational Games												
Outdoor Adventure												

Activities required for each grade level are as designated. Modern Dance, Aquatics, Wrestling, Park and Recreational Games, Outdoor Adventure and some parts of required activities are not required as part of the "core" curriculum. Included are levels of competencies for these elective activities. Instead of grade competencies, performance objectives are listed by levels: Level I (K-3), Level II (4-6), Level III (7-9) and Level IV (9-12). If any activity not required but listed as an elective is taught, competencies for that activity at the particular level it is offered are provided.

*Ninth Grade (H&PE I) - Tenth Grade (H&PE II)

MOVEMENT

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Body Awareness
    1. Identification of body parts
    2. Movement of body parts
    3. Nonlocomotor skills
    4. Locomotor skills
        - a. Run
        - b. Jump
        - c. Hop
        - d. Leap
        - e. Gallop
        - f. Slide
        - g. Skip
    5. Locomotor combinations

- B. Spatial Awareness
    1. Personal space
    2. General space

- C. Awareness of Qualities
    1. Movements of varying tempos
    2. Movements and force

- D. Relationships
    1. Manipulative skills
        - a. Underhand throw
        - b. Overhand throw
        - c. Catching
        - d. Striking
        - e. Kicking
        - f. Hand dribble
        - g. Foot dribble

II. Knowledge

- A. Body Awareness
    1. Names of body parts
    2. Left-Right discrimination
    3. Identification of locomotor and nonlocomotor skills
    4. Knowledge of body surfaces

- B. Dimensions of Movement
    1. Knowledge of levels, directions, and pathways

ACTIVITY CONTENT OUTLINE

C. Qualities of Movement
    1. Knowledge of flow, tempo, force
    2. Creative movement patterns

D. Relationships
    1. Skill performance technique

III. Attitude

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Identification of Body Parts	1. To demonstrate knowledge of body parts, the student will:		
	1.1 Close his eyes, touch and/or move, on a verbal request, 90% (24 out of 27) of the following body parts: a) Thigh b) Knees c) Feet d) Ankles e) Toes f) Head g) Ears h) Nose i) Eyes j) Mouth k) Lips l) Tongue m) Eyebrows n) Eyelids o) Chin p) Shoulder q) Chest r) Waist s) Stomach t) Seat u) Hips v) Arms w) Wrist x) Hands y) Fingers z) Thumbs aa) Legs	1-2 3	Introduce Test
Nonlocomotor Skills	2. To demonstrate competency in nonlocomotor skills, the student will:		
	2.1 Execute, upon request, 90% (9 out of 10) of the following nonlocomotor skills: a) Bend b) Stretch c) Twist	1	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d) Curl e) Sway f) Turn g) Swing h) Falling		
Locomotor Skills	3. To demonstrate competency in the run in a style characterized by:		
Run	a. Consistent periods of non-support.		
	b. Knee of non-support leg bent more then 90 degrees from side view.		
	c. Weight on the balls of the feet.		
	d. Smooth transition with push off from the toes.		
	The student will:		
	3.1 Run a distance of 50 feet.	1	
Standing Jump	4. To demonstrate competency in the jump from a standing position in a style characterized by:		
	a. Preparatory movement with knees flexed and arms back.		
	b. Forceful arm swing upon take off.		
	c. Two-foot bent leg landing.		
	The student will:		
	4.1 Jump a distance of 2 feet.	2 3	Introduce Test
	4.2 Jump from a height of 30 inches and land in a balanced position.	2 3	Introduce Test

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	4.3 Jump over an obstacle 10 inches high.	1	
	4.4 Jump forward 3 times in succession.	1	
	4.5 Jump an individually turned jump rope 5 times in succession.	2 3	Introduce Test
Hop	5. To demonstrate competency in the hop in a style characterized by:		
	a. Take off and land on the same foot while maintaining balance.		
	The student will:		
	5.1 Hop a distance of 10 feet on dominant foot.	1	
	5.2 Hop a distance of 10 feet on nondominant foot.	1	
	5.3 Upon command, hop a specified number of times on right and left feet.		
	a) Three hops on right and 3 hops on left.	2 3	Introduce Test
	b) Two hops on right and 3 hops on left.	2 3	Introduce Test
Leap	6. To demonstrate competency in the leap in a style characterized by:		
	a. Take off from one foot projecting the body into the air and landing on the other foot.		
	b. Period of non-support longer than the run.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	6.1 Leap forward three consecutive times.	1	
	6.2 Leap forward over an obstacle 12 inches high.	2 3	Introduce Test
Gallop	7. To demonstrate competency in the gallop in a style characterized by:		
	a. Combination of a step and a leap with the same foot leading.		
	b. Shoulders facing the line of direction.		
	The student will:		
	7.1 Gallop forward a distance of 10 feet without interruption with the right foot leading.	1	
	7.2 Gallop forward a distance of 10 feet without interruption with the left foot leading.	1	
	7.3 Gallop backward a distance of 10 feet without interruption with the right foot leading.	2 3	Introduce Test
Slide	8. To demonstrate competency in the slide in a style characterized by:		
	a. The leading foot stepping out to the side and the other foot following quickly.		
	The student will:		
	8.1 Slide a distance of 5 feet without interruption with dominant foot leading.	1	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	8.2 Slide a distance of 5 feet without interruption with nondominant foot leading.	1	
	8.3 Be able to alternate lead foot rhythmically: a) 5 right, 5 left. b) 2 right, 2 left. c) 3 right, 2 left.	2 3	Introduce Test
Skip	9. To demonstrate competency in the skip in a style characterized by: a. Step and hop on the same foot with alternation of lead foot. b. Performed in an uneven rhythm.		
	The student will:		
	9.1 Skip forward a distance of 15 feet.	1	
	9.2 Skip backward a distance of 15 feet.	2 3	Introduce Test
Locomotor Combinations	10. To demonstrate competency in the performance of a sequence of locomotor skills, the student will:		
	10.1 Perform in a smooth, coordinated style, 2 jumps and 2 hops.	2 3	Introduce Test
	10.2 Perform in a smooth, coordinated style, 4 skips, 4 gallops, 4 jumps.	2 3	Introduce Test
Spatial Awareness	11. To demonstrate competency in movement within the limits of personal and general space, the student will:		

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Personal and General Spaces	11.1 Perform nonlocomotor skills within the limits of personal space.	1	
	11.2 Manipulate an object (hoop, ball, beanbag) within the limits of personal space.	2 3	Introduce Test
	11.3 Move within a large area using locomotor movements and combinations of those movements while avoiding collisions.	1	
Qualities of Movement	12. To demonstrate competency in movement at different tempos, the student will:		
Tempo	12.1 Respond correctly 90% of the time to a verbal request to run, skip, gallop or slide FAST.	1-2 3	Introduce Test
	12.2 Respond correctly 90% of the time to a verbal request to run, skip, gallop or slide SLOWLY.	1-2 3	Introduce Test
	13. To demonstrate competency in movement with different amounts of force, the student will:		
	13.1 Respond correctly 90% of the time to a verbal request to show a STRONG movement.	1-2 3	Introduce Test
	13.2 Respond correctly 90% of the time to a verbal request to show a LIGHT movement.	1-2 3	Introduce Test
Awareness of Relationships	14. To demonstrate competency in the underhand throw in a style characterized by:		
	a. Body facing target.		
	b. Pendular arm swing.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Point of release at target level.		
	d. A step toward target in opposition to arm swing.		
	The student will:		
Roll	14.1 Using 2 hands, roll a large playground ball for accuracy to a seated partner a distance of 10'.	1	
	14.2 Using 1 hand, roll a small playground ball for accuracy to a seated partner a distance of 10'.	1	
Underhand Throw	14.3 Perform a 2-hand underhand throw for accuracy using a large playground ball to a partner a distance of 6'.	1	
	14.4 Perform a 2-hand underhand throw for accuracy using a small playground ball to a partner a distance of 6'.	1	
	14.5 Perform a 1-hand underhand throw with a small playground ball for accuracy to a partner a distance of 6'.	1	
	14.6 Roll a small playground ball and hit a 4' x 4' target using a moving approach from a distance of 15', 3 out of 5 times.	2 3	Introduce Test
	14.7 Throw and hit a 4' x 4' target from a distance of 15', 3 out of 5 times.	2 3	Introduce Test
Overhand Throw	15. To demonstrate competency in the overhand throw in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Preparatory movement with trunk rotation away from target.		
	b. An elbow lead during forward motion.		
	c. Weight transfer to forward foot.		
	d. A forward reach for the target on the follow-through.		
	The student will:		
	15.1 Throw a large playground ball a distance of 4'.	1	
	15.2 Throw a small playground ball or beanbag a distance of 15'.	1	
	15.3 Hit a 4' x 4' target placed 1' off the ground from a distance of 15', 3 out of 5 times.	2 3	Introduce Test
Catching	16. To demonstrate competency in catching in a style characterized by:		
	a. Palms facing the direction from which the ball is approaching.		
	b. Either little fingers or thumbs will be together depending on the line of flight.		
	c. Force is absorbed with palms and arms in a giving motion.		
	The student will:		
	16.1 From a standing position, drop an 8-1/2" playground ball, let it bounce one time and catch it, 3 out of 3 times.	1	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	16.2 From a standing position, toss an 8-1/2" playground ball above head level and catch it before a bounce, 3 out of 3 times.	1	
	16.3 Catch an 8-1/2" playground ball tossed underhand from a distance of 10', 3 out of 5 times.	2 3	Introduce Test
	16.4 Catch a softball tossed overhand from a distance of 15', 3 out of 5 times.	3	
Strike	17. To demonstrate competency in striking in a style characterized by:		
	a. Weight shift in the direction of the strike.		
	b. Full swing with follow-through.		
	c. Weight transfer backward and through the ball.		
	The student will:		
	17.1 Strike a stationary 12" playground ball using a 2-hand underhand motion.	1	Ball should be resting on ground.
	17.2 Strike a stationary 12" playground ball using a 1-hand underhand motion.	1	Ball should be resting on ground.
	17.3 Strike an 8-1/2" playground ball ball bounced to waist height using a 1-hand underhand motion, 3 out of 5 times.	1 2	Introduce Test
	17.4 Strike a tennis ball suspended waist high, shoulder high and over head with the palm of the hand.	1	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	17.5 Strike a whiffle ball from a tee with an oversized plastic bat, 3 out of 5 times.	2	
	17.6 Strike a tennis ball suspended at waist level with a paddle.	2 3	Introduce Test
	17.7 Strike a 6" light-weight ball tossed underhand from a distance of 20' with a plastic bat, 3 out of 5 times.	3	
Kick	18. To demonstrate competency in kicking in a style characterized by:		
	a. A preliminary step on the support leg.		
	b. Backswing with movement at the knee.		
	c. Contact with superior arch of the foot.		
	The student will:		
	18.1 Kick a stationary ball with the dominant foot a distance of 10' from a stationary position.	1	
	18.2 Kick a stationary ball with the dominant foot a distance of 10' using a moving approach.	1	
	18.3 Run and kick a 10" stationary playground ball in such a way that it will travel 60 feet, 3 out of 5 times.	2 3	Introduce Test
	18.4 Run and kick a 10" playground ball rolled from a distance of 20' in such a way that it will travel 60 feet, 3 out of 5 times.	2 3	Introduce Test

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Dribbling With the Hands	19. To demonstrate competency in dribbling in a style characterized by: a. Finger tips project the ball downward. b. Continuous bouncing - waist high or below. The student will:		
	19.1 Dribble an 8-1/2" playground ball 5 successive times with dominant hand without losing control of the ball.	1 2	Introduce Test
	19.2 Dribble an 8-1/2" playground ball 5 successive times with nondominant hand without losing control of the ball.	1 2	Introduce Test
	19.3 Dribble an 8-1/2" playground ball with dominant hand while moving 5 steps forward, 5 steps backward, without stopping or losing control of the ball.	2 3	Introduce Test
	19.4 Dribble an 8-1/2" playground ball with nondominant hand while moving 5 steps forward, without stopping or losing control of the ball.	2 3	Introduce Test
Foot Dribble	20. To demonstrate competency in dribbling with the feet in a style characterized by: a. Ball tapped lightly with the inside edge of the foot. b. Ball tapped alternately with the dominant and nondominant foot.		Soccer-style dribble

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	20.1 Dribble the ball with the feet a distance of 20' without losing control.	2 3	Introduce Test
Knowledge of Body Parts	21. To demonstrate knowledge of body parts the student will name and touch 90% of the following body parts:	1-2 3	Introduce Test
	a. Head		May use: "Simon Says"
	b. Neck		
	c. Ears		
	d. Nose		
	e. Eyes		
	f. Mouth		
	g. Lips		
	h. Teeth		
	i. Tongue		
	j. Eyebrows		
	k. Eyelashes		
	l. Chin		
	m. Forehead		
	n. Shoulder		
	o. Back		
	p. Chest		
	q. Side		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	r. Waist		
	s. Stomach		
	t. Seat		
	u. Hips		
	v. Arms		
	w. Wrists		
	x. Hands		
	y. Palms		
	z. Fingers		
	aa. Thumbs		
	bb. Knuckles		
	cc. Legs		
	dd. Thighs		
	ee. Knees		
	ff. Shin		
	gg. Feet		
	hh. Ankles		
	ii. Heels		
	jj. Toes		
Right-Left Discrimination	22. To demonstrate knowledge of right and left, the student will, upon request, identify the right and left sides of the body by raising the appropriate hand or by touching the appropriate body side.	3	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Identification of Locomotor and Nonlocomotor Skills	23. To demonstrate knowledge of locomotor and nonlocomotor terminology, the student will name each of the following skills when performed by the teacher: a. Run b. Jump c. Hop d. Leap e. Gallop f. Slide g. Skip h. Bend i. Stretch j. Twist k. Curl	1	
Body Surfaces	24. To demonstrate knowledge of body surfaces, the student, when asked, will identify by touching the appropriate surface for the following: a. Front of your body. b. Back of your body. c. Side of your body.	1	
Levels	25. To demonstrate knowledge of levels, the student will respond correctly 90% of the time when given the following verbal requests:	1	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Travel at a high level.		
	b. Travel at a medium level.		
	c. Travel at a low level.		
Directions	26. To demonstrate knowledge of directions in space, the student will respond correctly 90% of the time when asked to move in the following directions:	1	
	a. Forward		
	b. Backward		
	c. Sideways		
	d. Up		
	e. Around		
	f. To your left		
	g. To your right		
Pathways	27. To demonstrate knowledge of pathways in space, the student will respond correctly 90% of the time when asked to move in the following pathways:	2 3	Introduce Test
	a. Circular		
	b. Curved		
	c. Zigzag		
	d. Diagonal		
Attitude	28. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	1-2-3	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	28.1 Take part in assigned activities.		
	28.2 Follow established safety rules.		
	28.3 Dress in appropriate attire.		
	28.4 Assist in distribution and care of equipment.		
	28.5 Work independently or in a group on skill development.		

MOVEMENT

TOPIC	SUGGESTED ACTIVITIES
Locomotor Skills	1. Challenge children to perform the following tasks: a) Run, changing directions on a signal. b) Run as fast as possible to a specified line and back. c) Run and stop on a signal. d) Run, stop on a signal and run backwards. e) Run, changing speed on a signal. f) Run to the beat of the drum.
Jump	a) Jump from 2 feet to 2 feet. b) Jump forward, backward, sideways. c) Jump into, out of, and over a hoop. d) Jump over low obstacles. e) Jump from 1 foot to 2 feet. f) Run and jump. g) Jump off a box 18" high. h) Jump off a box and form various body shapes during flight. i) Jump to the beat of a drum. j) Jump a long rope turned by others. k) Jump a short jump rope forward and backward.
Hop	a) Hop on right and left feet. b) Hop forward, backward, and sideways. c) Hop for distance. d) Run and hop. e) Hop a specified number of times on right and left feet.
Leap	a) Leap forward 2 times. b) Leap forward 3 times. c) Move around the floor, leaping many times. d) Leap over obstacles of varying heights. e) Leap to the beat of the drum. f) Combine a run with a leap.
Gallop	a) Gallop forward and backward while changing lead feet. b) Gallop to an uneven beat of the drum. c) Gallop with a partner.
Slide	a) Slide to the right and to the left. b) Slide a specified number of times to the right and to the left (2 right, 2 left; 3 right, 2 left; 4 right, 5 left, etc.).
Skip	a) Skip forward and backward. b) Skip to an uneven drum beat. c) Skip with a partner.

MOVEMENT

TOPIC	SUGGESTED ACTIVITIES
Locomotor Sequence	a) Run and jump. b) Run forward and jump 3 times. c) Run forward, jump 3 times and hop 5 times on the right foot. d) Skip forward, leap high and collapse to the ground. e) Slide 4 times to the right, jump in place 4 times and jump forward. f) Various other combinations.
Spatial Awareness	1. Challenge children to perform the following tasks: a) Sit on the floor and move body parts in personal space (the area immediately surrounding each child's body). b) Perform nonlocomotor skills (bend, stretch, twist, curl) in personal space. c) Jump or hop over or around a carpet square or leap while remaining in personal space. d) Leave your personal space and travel in general space without touching others (all space within boundaries of room or playground). e) Move in general space, stopping on a signal. f) Move in general space, returning to starting position on a signal. g) Move in general space over, under and around obstacles.
Awareness of Qualities Tempo	1. Challenge children to perform the following tasks: a) Travel around the room quickly, stopping on a signal. b) Travel around the room slowly, stopping on a signal. c) Imitate the movements of a tortoise and a hare. d) Travel around the room progressing from a very slow to a very fast movement.
Force	a) Show me a strong, forceful shape with your body. b) Travel around the room with heavy, strong movements. c) Show me a light shape with your body. d) Travel around the room with light, delicate movements. e) Move like a feather or a cloud. f) Move like a weight lifter. g) On one beat of the drum show a heavy movement, and on two beats of the drum show a light movement.
Awareness of Relationships Underhand Throw	1. Challenge children to perform the following tasks: a) Using an underhand position, toss a beanbag up and catch with two hands. b) Roll a ball to a partner.

TOPIC	SUGGESTED ACTIVITIES
	c) Roll a ball at a target made with milk cartons or wooden blocks. d) Roll a small ball at bowling pins. e) Throw underhand to a partner. f) Throw underhand at various sized targets on the wall. g) Throw a ball through a loop. h) Throw a ball over a net. i) Throw a ball into a basket which is set at various distances away. j) Throw for distance. k) Throw and catch with a partner using right and left hands. l) Throw and catch with a partner varying the height of the throw. m) Throw and catch with a partner while traveling. n) Throw and catch with a partner using footballs, frisbees, volleyballs, foam balls, etc. o) Toss various objects up and catch at different levels. p) While traveling, toss various objects up and catch.
Strike	1. Challenge children to perform the following tasks: a) Strike a balloon up with both hands and catch. b) Strike different sized balls up with both hands and catch. c) Strike a balloon or ball up with different body parts. d) Strike a ball up with either hand, letting it bounce after each strike. e) Strike a ball up while traveling. f) Strike a ball with either hand to a partner. g) Strike a ball with either hand over a net. h) Strike a balloon or a yarnball with a light paddle. i) Strike a suspended ball with a paddle. j) Toss a tennis ball up and strike it with a paddle. k) Using a paddle, strike a ball continuously against the floor. l) Strike a ball against a wall with a paddle. m) With a partner, strike ball continuously, using a paddle. n) With a plastic bat, strike a stationary ball placed on the floor. o) With a plastic bat strike different sized bats off a tee. p) With a plastic bat, strike a suspended ball. q) With a plastic bat, strike various sized balls pitched by a partner. 1. Low organized ball games 2. Lead up games to sports
Kick	1. Challenge children to perform the following tasks: a) Kick various sized balls from a stationary position.

TOPIC	SUGGESTED ACTIVITIES
	b) Kick a stationary ball as far as possible from a stationary position. c) Run and kick a stationary ball. d) From a stationary position, kick a ball rolled by a partner from various distances. e) Run and kick a ball rolled by a partner from various distances. f) Run and kick a stationary ball at targets various distances away. g) Drop a playground ball and kick it before it hits the ground. h) Drop a football and kick it before it hits the ground. i) Punt a playground ball for distance and at a target. j) Punt a football for distance and at a target.
Hand Dribble	1. Challenge children to perform the following tasks: a) In a sitting position, dribble with dominant and nondominant hands. b) In a standing position, dribble with dominant and nondominant hands. c) In a kneeling position, dribble with dominant and nondominant hands. d) Dribble in place (personal space) with dominant and non-dominant hands. e) Dribble while traveling. f) Dribble while traveling in zigzag and curved pathways. g) Dribble while traveling backward and sideways. h) Dribbling while traveling fast and slowly. i) Dribble around obstacles.
Foot Dribble	1. Challenge children to perform the following tasks: a) Dribble the ball around the playground with the feet. b) Dribble a ball with the feet while traveling in various pathways. c) Dribble a ball with the feet and stop on a signal, trapping the ball under the foot. d) Dribble a ball with the feet around obstacles.
	ADDITIONAL SUGGESTED ACTIVITIES
Jumping	1. Cross Over the Bridge. River is formed with 2 pieces of yarn strung out across floor. Object is to jump over the river without stepping on the bank (yarn). Width of the river is increased until one child is left.

MOVEMENT

TOPIC	SUGGESTED ACTIVITIES
Hopping	1. With A Walk And A Hop And A Skip And A Jump. Let's take a step and then a hop; (Do) Another step; another hop. (Do) And now let's skip, just one-two-three. It's very easy as you'll see. (Do) Let's all jump like a Kangaroo-- This, too, you'll find is fun to do. (Do) Now let's walk with a tiny step; (Do) And now--let's walk with lots of pep! (Do) And now let's hop and hop so slow; (Do) Then, faster, faster let's all go. (Do) Can you jump backward? Let's all try. Who will jump farthest...you or I? (Do) Now, let's skip with a happy heart-- Around our schoolroom we'll all dart. We'll all skip here and all skip there... We'll skip and skip just everywhere! (Do)
Body Parts	1. Exercise Song. Touch your shoulders, Then your knees. Arms straight out, Then drop them please. Touch your ankles, Then your nose. Pull your ears, and Touch your toes. Put your hands behind your back Front again, then fingers snap. Reach up high, as high as can be. While you're there, Clap one-two-three.

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PHYSICAL FITNESS
MOTOR FITNESS
APPRAISAL

PHYSICAL FITNESS AND MOTOR FITNESS

ACTIVITY CONTENT OUTLINE

I. Physical Fitness as a Skill

  A. Muscular Strength and Endurance
    1. Abdominal strength and endurance
    2. Leg strength and endurance
    3. Arm strength and endurance
    4. Shoulder girdle strength and endurance
    5. Back strength and endurance

  B. Flexibility
    1. Leg
    2. Trunk
    3. Shoulder
    4. Neck

  C. Cardiovascular Endurance

II. Motor Fitness as a Skill

  A. Agility/Speed

  B. Power
    1. Arm
    2. Leg

  C. Coordination
    1. Eye-hand
    2. Eye-foot
    3. Eye-foot-hand

  D. Balance
    1. Static
    2. Dynamic

III. Physical Fitness and Motor Fitness Activities

  A. Muscular Strength, Endurance, and Flexibility
    1. Exercise drills
      a. Sit-ups
      b. Push-ups
      c. Pull-ups
      d. Lifting drills
      e. Pulling drills
      f. Pushing drills
      g. Calisthenics

PHYSICAL FITNESS AND MOTOR FITNESS

ACTIVITY CONTENT OUTLINE

    2. Relay activity
    3. Circuit training
    4. Self-testing activities
    5. Rhythmic exercise
    6. Weight training
        a. Free weight
        b. Universal type
        c. Appollo type
    7. Isometric

  B. Motor Fitness Activities
    1. Obstacle courses
    2. Zigzag runs
    3. Circle line and relay activities
    4. Self-testing
    5. Tumbling, stunts, and apparatus
    6. Relays
    7. Circuit training

  C. Cardiovascular Endurance
    1. Jogging
    2. Running
    3. Cross-country
    4. Fartlek
    5. Interval training
    6. Aerobic
    7. Walking
    8. Rope jumping
    9. Aerobic dance

IV. Motor Fitness and Physical Fitness General Knowledge

V. Motor Fitness and Physical Fitness General Attitude

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Muscular Strength and Endurance	1. To demonstrate muscular strength and endurance, the student will perform bent leg sit-ups in a style characterized by:		Sit-ups
Abdominal	a. Lying in a supine position.		Refer to AAHPERD fitness test for information regarding national performance norms.
	b. Flex knees with feet flat on floor with a 90 degree angle at knee.		
	c. Place hands behind head.		
	d. Raise upper trunk to touch forehead to knees.		
	e. Lower trunk to totally supine position with head and elbows in contact with surface.		
	f. Repeat in continuous repetition		
	1.1 10 consecutive times.	3	
	1.2 20 consecutive times.	6	
	1.3 25 consecutive times.	8	
	1.4 30 consecutive times.	10	
Upper Body	The student will perform push-ups in a style characterized by:		Push-ups
	a. From a prone position, hands under shoulder, toes on floor.		
	b. Push total body off floor by extending the elbows.		
	c. Lower body slowly to floor by flexing elbows.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Maintain straight alignment through lifting and lowering.		
	e. Repeat in continuous repetitions:		
	1.5 3 consecutive times.	I	
	1.6 6 consecutive times.	II	
	1.7 10 consecutive times.	III-IV	
	The student (boys) will perform pull-ups in a style characterized by:		Pull-ups (Boys)
	a. Hang from bar with arms and legs extended and feet free of floor.		Refer to AAHPERD fitness test.
	b. Use overhand grip.		
	c. Raise body by arms until chin can be placed over bar.		
	d. Lower body to full hang, as in starting position:		
	1.8 1 time	3-6	
	1.9 2 times	8	
	1.10 3 times	10	
	The student (girls) will perform the flexed-arm hang from a bar equal to the student's height in a style characterized by:		Flexed-arm hang (girls)
	a. Use overhand grip.		Refer to AAHPERD fitness test.
	b. Raise body from ground to a position where the chin is above the bar.		
	c. Elbows flexed and chest close to bar.		

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	1.11 For 1 second	3	
	1.12 For 2 seconds	6	
	1.13 For 3 seconds	8	
	1.14 For 4 seconds	10	
Leg	The student will jump vertically in a style characterized by:		Vertical jump
	a. Lower center of gravity with an approximate 90 degree squat.		
	b. Arm swings downward, backward and up.		
	c. Send body up and over a taut rope mounted 9 inches above surface (mount rope so that a miss will cause the rope to disengage and not cause a trip).		Elastic can also be used.
	d. Land with knees flexed.		
	e. Repeat with continuous jumping.		
	1.15 10 consecutive times with a 9" clearance per jump.	I	
	1.16 15 consecutive vertical times with a 9" clearance per jump.	II	
	1.17 25 consecutive vertical times with a 9" clearance per jump.	III	
	1.18 25 consecutive vertical times with a 9" clearance per jump.	IV	
	The student will run in a style characterized by:		

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. A standing start.		200 meters
	b. After a command "ready, set, go."		
	1.19 220 yards in 45.2 seconds 220 yards in 42.0 seconds	I II	Boys
	1.20 220 yards in 49.0 seconds 220 yards in 48.0 seconds	I II	Girls
Flexibility	2. To demonstrate flexibility, the student will:		
Leg	2.1 Execute windmill exercise by standing erect with feet apart slightly wider than shoulder-width and bending and touching the right hand to the left toe; repeat touching left hand to right toe, 5 consecutive times.	I II-III	Windmill
	2.2 Execute a toe touch exercise from a sitting position with knees straight, 5 consecutive times.	II-III	
Trunk	2.3 Execute a trunk rotation exercise from a standing position by standing erect with hands on hips and bending forward, right, back, and left as far as possible in a circular motion, 5 consecutive times.	I II-III	
	2.4 Execute a feet up and over exercise from a supine position and arms at side by lifting legs up and overhead touching toes to floor, returning to starting position, 5 consecutive times.	II-III	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	2.5 Execute a double leg raise exercise on side lying position by raising the legs while held straight above shoulder level, 5 consecutive times.	III	
	2.6 Execute a roll out exercise by assuming a position on hands and knees and walking out as far as possible and back on hands while knees remain stationary, 5 consecutive times.	III	
Shoulder	2.7 Execute a giant circle exercise by standing erect with arms at sides and swinging arms in large circles from front to back, 10 consecutive times.	I II-III	
	2.8 Execute a skin-the-cat exercise by hanging from a bar. Stand erect with feet together and clasp hands directly overhead after fully extending arms.	II-III	
Neck	2.9 Touch chin to each shoulder without shrugging shoulder forward.	I II-III	
	2.10 Touch chin to each shoulder while in a supine position, 5 repetitions each side.	I II-III	
	2.11 Rotate head backward, so eyes are looking directly up over body while standing in an erect position and avoiding body sway, 5 consecutive times.	III	
Cardiovascular Endurance	3. To demonstrate cardiovascular endurance, the student will:		Refer to AAHPERD fitness test.

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3.1 Sustain for 12 minutes (9 minutes for sixth grade) physical activity that requires oxygen intake. Selected specific competencies for activities as follows:		
	a. Jog/walk 1125 yards in 9 minutes (girls) Jog/walk 1275 yards in 9 minutes (boys)	6	
	b. Jog/walk 1404 yards (one mile) in 12 minutes (girls) Jog/walk 2044 yards in 12 minutes (boys)	8-10	
	3.2 Students will perform self-pulse-rate calculations using the carotid or radial artery technique.	6-8-10	
Agility and Speed	4. To demonstrate agility and speed, the students will perform movements that require:		Shuttle run
	4.1 Rapid and accurate change of directions in games of low organization, movement exploration, and "lead-ups."	3	Refer to AAHPERD fitness test.
	4.2 Rapid and accurate change of direction in a movement that requires running to a wood target block 2" x 2" x 4" placed 30' from a starting line, returning the block and placing on starting line, returning to target area for a second block, and finally racing across starting line with second block in hand.		
	a. 12.2 seconds (boys) 13.0 seconds (girls)	6	
	b. 11.8 seconds (boys) 12.8 seconds (girls)	8	

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. 11.1 seconds (boys) 12.6 seconds (girls)	10	
	4.3 Quick movement of the total body in one direction for a distance of 50 yards in:		50-yard dash
	a. 9.9 seconds (boys) 10.8 seconds (girls)	3	Refer to AAHPERD fitness test.
	b. 9.0 seconds (boys) 9.4 seconds (girls)	6	
	c. 8.2 seconds (boys) 9.0 seconds (girls)	8	
	d. 7.4 seconds (boys) 8.8 seconds (girls)	10	
Power	5. To demonstrate power, the student will perform movements that require speed and force of muscular movement. Specific competencies follow:		Broad jump
	5.1 Student will be able to broad jump from a stand a distance of 48 inches.	6	
Balance	6. To demonstrate balance, the student will:		
	6.1 Walk a 3½ wide 8' long 4" high balance beam forward, heel to toe, hands on hips, eyes straight ahead to the end of the beam, stop, and without pivoting (walk backward) return in same manner without stepping off more than 3 times.	3	NOTE: Heel-to-toe is as critical as missteps.
Exercise	7. To demonstrate the ability to perform motor and physical fitness exercises,		

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	the student will, at the end of the school experience, demonstrate by performing 10 repetitions of the following exercises designed for warm-up, flexibility, general muscle tone, body coordination and body contour. These exercise activities provide a means of loosening, stretching, shaping and strengthening the major muscle groups and body components.		
	7.1 Arm Circles--Straddle stand, arms extended sidewards at shoulder level and parallel to the ground, palms of the hands down facing the floor. Circle the arms forward in small circles, gradually increasing the size of the circle. After 20 repetitions, reverse and gradually decrease circle size. Keep arms straight.	I-II II-III	
	7.2 Jumping Jacks--Standing position, arms at the side. Jump to a side-stride position and lift the arms overhead. Jump back to the starting position.	I-II III-IV	
	7.3 Body Bend--Straddle stand position, arms parallel to the floor, shoulder level high. Lean laterally to one side sliding the arm on that side down the leg and reaching overhead with the other arm. Bounce, reaching as far as possible. Repeat to the other side.	I-II III-IV	
	7.4 Opposite Toe Touch--Straddle stand position, with the arms extended at shoulder level and parallel to the floor. Bend the	I-II III-IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	body forward. Twist from the waist and at the same time reach with the one hand for the toe of the opposite foot. Look back over the shoulder in the direction in which twisting began and focus on the high hand. Keep both arms straight. Repeat to other side.		
	7.5 Trunk Rotator--Straddle stand position, hands on the hips. Circle the trunk by flexing at the waist, leaning first forward, then left, backward and then right. Reverse the circle, repeat.	I-II III-IV	
	7.6 Side Stretcher--Straddle stand position, with the arms at the sides. Place the left hand on the left hip and let the right hand slide down the right leg as the body leans to the right, return to a stand. Lift the left hand overhead and let the right arm slide down the right leg as the body bends again to the right. Return to stand. Repeat to the other side.	I-II III-IV	
	7.7 Side Leg Raises--Side lying position, one arm on the floor extended under the head and the other, top arm, bent with the hand placed on the floor in front of the body for support. Keeping both legs straight, lift the top leg as high toward the perpendicular as possible. Lower slowly back to the other leg. Repeat. Change to the other leg and repeat.	I-II III-IV	

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	7.8 Lying Tucks--Back lying position with the arms at the sides, knees bent, feet flat on the floor. Pull both knees up to the chest. Grasp the knees with the arms and pull in tightly. Tuck the head forward and rock back and forth.	II-III IV	
	7.9 Low Back Stretcher--Back lying position. Pull one knee to the chest. Grasp the leg just below the knee and pull the knee toward the chest. At the same time curl the shoulders and head toward the knee. Hold for 3 to 4 seconds. Return to starting position and repeat with the other side. Alternate for 6 repetitions.	II-III IV	
	7.10 Arm and Leg Lifter--Lie face down with arms extended over head and legs extended. Raise right arm and left leg simultaneously and keep extended for 3 seconds. Return. Raise left arm and right leg together. Alternate. Do exercise slowly without jerking.	I II-III	
	7.11 Stride Stretcher--Lean forward on hands, with right leg flexed under chest, and left leg stretched out behind. With arms straight and forward heel on floor, push hips down toward floor. Hold for 4 seconds. Repeat with other leg forward.	II-III IV	
	7.12 Sitting Hamstring Stretcher--Sit on floor, knees extended, legs spread at a 45 degree angle. Bend slowly at the waist, reach out and grasp an ankle with both hands. Stretch and try to touch head to knee until stretching	II-III IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	discomfort occurs in back of leg. Hold this position for 2 seconds. Return to start. Repeat with other leg.		
	7.13 Achilles Stretcher--Stand facing a wall an arm's distance away, with knees straight, toes slightly inward, and heels flat on the floor. With hands resting on wall, allow body to lean forward by bending elbows slowly. Keep legs and body straight and heels on floor. Stretching discomfort in the calf and lower tendons attached to the heel will be felt. Hold for 10 seconds and return to starting position. Repeat 4 times. Do not bend at the hips. This exercise recommended for cool down period.	III-IV	
	7.14 Squat Thrusts--Stand with hands at side. In rapid succession, (1) bend knees and place hands on the floor in front of feet, (2) thrust legs back to full extended position, a front leaning rest position, and (3) return to squat position, and (4) return to erect position. Repeat.	III-IV	
	7.15 Rope Skipping--Feet close together, with weight centered on balls of feet, legs relaxed but firm, arms relaxed at sides with rope handles grasped in each hand. Jump by pushing off the toes, each foot raising no higher than one to one and one-half inches off the ground. At pushoff the rope is swirling over head and comes under feet shortly after pushoff.		

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. 40 rope turns a minute	I	
	b. 50 rope turns a minute	II	
	c. 60 rope turns a minute	III	
	d. 80 rope turns a minute	IV	
	7.16 Push-ups--Front leaning rest position, supporting body on hands and toes. Bend at the elbows until chest touches the floor. Keep body flat and rigid. Return to starting position.	III-IV	
	7.17 Sit-ups--In a back lying position, flex knees with feet flat on floor with 90 degree angle at knee. Place hands behind head, raise upper trunk to touch forehead to knees. Lower trunk to totally supine position with head and elbows in contact with surface. Repeat for continuous repetitions.	III-IV	
Weight Training	8. To demonstrate the skill of weight lifting utilizing either free weights or universal gym type, the students will perform one set of 8 repetitions of the following lifts with the use of spotters:		
	8.1 Bench Press--On a bench, lie on back with knees bent and feet flat on floor, straddling the bench. Grasp bar from spotter, rack, or "gym" in a position above chest, with arms up and elbows locked. Hands should be placed slightly wider than breadth of shoulders, thumbs under and down. Lower the bar to middle of chest and then press it up to the extended position.	III-IV	

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	8.2 Standing Press--Stand erect, grasp the bar with thumbs pointing inward, overhand, and bring it to a resting position on upper chest with elbows down. Raise the bar straight overhead until arms lock. Lower the bar back to chest position.	III-IV	
	8.3 Half-Squats--Stand erect with feet shoulder-width apart, the bar resting on neck. Lower body to a semi-squatting position by bending at the knees. Keep the back straight. Return to a straight-knee position.	III-IV	
	8.4 Upright-Rowing--Stand erect, arms down. Hold the bar across thighs with an overhand grip, thumbs in, hands one to three inches apart. Raise the bar to a position at shoulder level under chin. Keep elbows above the bar throughout the routine. Return.	III-IV	
	8.5 Heel Raise--Stand erect with bar across shoulders at the back of neck. Raise on toes to a fully extended position, heels off the floor. Lower heels slowly back to the floor.	III-IV	
	8.6 Curls--Stand erect, arms fully extended downward, and hold bar with an underhand grip, palms out. Hands shoulder-width apart, raise the bar to chest by flexing arms. Elbows should remain at sides. If possible stand erect with back to a wall.	III-IV	
Jogging	9. To demonstrate the ability to jog, the student will jog one-fourth of a mile characterized by:	III-IV	

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Running tall and in an erect posture.		
	b. Heel strikes the ground first.		
	c. Length of stride several inches longer than walking stride.		
	d. Arms bent with upper body relaxation.		
	10. To demonstrate the activity to stretch before jogging, the student will perform one stretching exercise for muscles for each of the following for pre-jog warm up.		
	10.1 Hamstrings exercise-Hamstring stretcher--Stand and cross one leg in front of the other. Toes of the front leg should touch the floor, heel up. Slowly bend forward from the waist, keeping rear leg straight, heel on floor. Try to stretch until discomfort in the muscles of rear leg are felt. Hold the position 3 to 4 seconds and return to starting position. Stretch the other leg.	II-III IV	
	10.2 Lower Back-Low Back Stretcher--Lie on back with knees straight. Pull one knee to chest. Grasp the leg below the knee and pull toward chest. At the same time curl shoulders and head toward the knee. Hold for 3 seconds. Return and repeat with other leg. Alternate.	II-III	
	10.3 Calves-Squat Thrusts--Follow instructions of 8.14.	II-III IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Strengthening Muscles Related to the Prevention of Jogging-Related Injury	11. To demonstrate the ability to strengthen muscles related to jogging, the student will perform one exercise for each of the following muscle groups:		
	11.1 Shins-Lower Leg Flexor--Sit on a table with legs hanging down. Put a 3-pound weight over the toes. One can be invented with bricks and an attached coat hanger wire. Flex foot at the ankle by drawing toes up toward knee. Hold for 6 seconds and relax to starting position. Repeat for 1 to 2 minutes, then do the same for the other leg.	II-III IV	
	11.2 Quadriceps-Quadricep Strengthener--Sit on a table with legs hanging down. Put a 5- to 10-pound weight over the toes. A handbag weighted down with bricks would do. Holding on to the sides of the table, straighten the leg at the knee. Hold for 6 seconds and relax to starting position. Repeat for 1 to 2 minutes then do the same for the other leg.	II-III IV	
	11.3 Abdominal muscles-Bent Knee Sit-Ups--Follow instruction of 8.17.	II-III IV	
Aerobic Exercise	12. To demonstrate skills involved in aerobic exercise, the student will perform:		Refer to 3.1.
	12.1 Continuous dance, calisthenics, and jogging in place movements to aerobic exercise music for a period of 9 minutes at a pace of movement that elevates and holds	II	

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PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	the heart rate at a level of 135-160 beats per minute.		
	. . . for a period of 12 minutes	III	
	. . . for a period of 15 minutes	IV	
Knowledge	13. To demonstrate a basic knowledge of physical fitness and motor fitness and exercise plans for total fitness, the student will define the following terms:		
	13.1 Cardiovascular endurance	10	
	13.2 Flexibility	10	
	13.3 Muscular strength and muscular endurance	10	
	13.4 Health-related physical fitness	IV	
	13.5 Motor fitness (skill-related fitness)	IV	
	13.6 Overload principle	IV	
	13.7 Specificity of training	IV	
	13.8 Isometric	IV	
	13.9 Isotonic	IV	
	13.10 Isokinetic	IV	
	13.11 Aerobic	10	
	13.12 Anaerobic	IV	
	13.13 Power	IV	
	13.14 Balance	10	

PHYSICAL FITNESS AND MOTOR FITNESS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	13.15 Agility	10	
	13.16 Speed	10	
	13.17 Coordination	IV	
	13.18 Relaxation	IV	
Comprehension	14. To demonstrate knowledge and understanding of physical fitness and motor fitness, the student will:		
	14.1 Differentiate between the aerobic process and the anaerobic process.	IV	
	14.2 Differentiate movements and sports that are high, medium and low contributors respectively to: a) Cardiovascular endurance development. b) Muscular strength and endurance. c) Differentiate between isotonic, isometric and isokinetic muscle contractions.	IV	
	14.3 Define the training threshold (including intensity, duration and frequency) for: a) Cardiovascular training. b) Muscular strength. c) Muscular endurance. d) Flexibility.	IV	
	14.4 Summarize the short- and long-term training effects of cardiovascular fitness, strength, muscular endurance and flexibility.	IV	
	14.5 Summarize the risk factors that contribute to cardiovascular disease.	IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	14.6 Contrast continuous and intermittent forms of cardiovascular training.	IV	
	14.7 Summarize the benefits of regular exercise for reducing the risk of coronary heart disease. Include the following benefits to reduce obesity, control stress, lower blood fat levels and reduce hypertension.	IV	
	14.8 State the injury potential of ballistic stretching.	IV	
	14.9 Describe the importance of developing agonist and antagonist muscle balance.	IV	
	14.10 Describe how flexibility hamstrings and lumbar extensors (muscles of lower back) can help prevent muscle strain and backache.	IV	
	14.11 Describe the relationship between caloric consumption and caloric expenditure.	6-8-10	
	14.12 Recognize exercise programs that are scientifically unsound to include: "vibrating belts," "rubber suits," "quick loss" programs, "spot" reducing, rolling machines, figure wrapping, and whirlpool-steam-saunas for weight reduction, and other fallacies and fads.	8-10	
	14.13 Explain that warm-up prior to strenuous exercise guards against muscle injury by increasing blood flow and body temperature.	8-10	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	14.14 Explain the rationale for a "cool down" after strenuous exercise.	8-10	
	14.15 Explain the training threshold for aerobic activities to include (heart rate=175 minus age, duration=10 minutes minimum, frequency=3 times per week minimum).	10	
	14.16 List causes of muscular pain and injury due to exercise programs to include: a) Initial over-exertion. b) Improper warm up and cool down procedure. c) Improper equipment, i.e., shoes, socks, jogging bras, supporting strap, eye guards, etc.	III-IV	
	14.17 Recognize when a physician's medical examination is required prior to undertaking an exercise program.	8-10	
	14.18 List the signs and symptoms of over-exertion to include: Dehydration, dizziness, disorientation.	8-10	
	14.19 List five of the following primary or secondary psychophysical disorders that are stress related: irritable colon, spastic esophagus, nervousness, emotional imbalance, fatigue, insomnia, high blood pressure, peptic ulcers, or angina.	IV	
	14.20 Describe a physical fitness/motor fitness program individualized to the author's unique needs, and based on cardiovascular, muscular	IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	strength and endurance, and flexibility parameters.		
	14.21 Describe the interrelationship among games, sports, dance, gymnastics, aquatics, and exercise for the development of physical and motor fitness.	IV	
Weight Training Knowledge	14.22 Describe the stance and grip for different lifts.	III-IV	
	14.23 Describe breathing techniques for different exercises.	III-IV	
	14.24 Identify pushing, pulling, and lifting principles.	III-IV	
	14.25 Correlate major muscle actions with exercise.	III-IV	
	14.26 Explain proper spotting techniques.	III-IV	
	14.27 Identify equipment in weight room.	III-IV	
Attitude	15. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	3-6 8-10	
	15.1 Take part in assigned activities.		
	15.2 Follow established safety rules.		
	15.3 Dress in appropriate attire.		
	15.4 Assist in distribution and care of equipment.		
	15.5 Work independently or in a group on skill development.		

DANCE

BASIC DANCE STEPS AND PATTERNS

ACTIVITY CONTENT OUTLINE

I. Skill Development

A. Dance Steps
1. Step hop
2. Schottische
3. Polka
4. Waltz
5. Two-step
6. Grapevine
7. Mazurka

B. Dance Patterns
1. Left- and right-hand swing
2. Two-hand swing
3. Left- and right-elbow swing
4. Promenade
5. Do-si-do
6. Sashay
7. Allemande left
8. Allemande right
9. Grand right and left
10. The star
11. Square the set

II. Knowledge

A. Opening Dance Formations
1. Single circle facing counterclockwise
2. Double circle facing counterclockwise
3. Triple circle facing counterclockwise
4. Double circle couples facing
5. Quadrille
6. Longways set

B. Opening Dance Positions
1. Side by side
2. Promenade
3. Varsouvienne
4. Shoulder-Waist
5. Ballroom

III. Attitude

DANCE

BASIC DANCE STEPS AND PATTERNS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Step Hop	1. To demonstrate the step hop in a style characterized by:		
	a. An even rhythm.		
	b. A step and hop on the same foot, alternating the lead foot.		
	The student will:		
	1.1 Perform step hop in place 8 consecutive times to an even drum beat.	4	
	1.2 Perform 8 consecutive step hops to an even drum beat at moderate tempo while moving forward.	7	
	1.3 Perform 8 consecutive step hops to an even drum beat at moderate tempo while moving backward.	7	
Schottische	2. To demonstrate the schottische in a style characterized by:		
	a. An even rhythm.		
	b. A walk, walk, walk, hop or a run, run, run, hop.		
	The student will:		
	2.1 Perform the schottische in place, 4 consecutive times, to an even drum beat.	4	
	2.2 Perform 4 consecutive walking schottische steps to an even drum beat while moving forward.	4	
	2.3 Perform 4 consecutive walking schottische steps to an even drum beat at moderate tempo while moving forward.	7	

BASIC DANCE STEPS AND PATTERNS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	2.4 Perform 4 consecutive running schottische steps to an even drum beat at a fast tempo while moving forward.	7	
	2.5 Perform 2 walking schottische steps and 4 step hops repeatedly with rhythmical accuracy while moving forward.	7	
Polka	3. To demonstrate the polka in a style characterized by:		
	a. An uneven rhythm.		
	b. A hop, step, close, step, pattern.		
	The student will:		
	3.1 Perform 4 consecutive polka steps to an uneven drum beat while moving forward.	4	
	3.2 Perform 4 consecutive side polka steps changing direction with each step.	7	
	3.2 Perform 8 consecutive turning polka steps with a partner.	7	
Waltz	4. To demonstrate the waltz in a style characterized by:		
	a. Step forward, step side and close. Step back, step side and close.		
	b. Accent on first beat.		
	c. 3/4 meter (two measures for a box waltz)		
	The student will:		

DANCE

BASIC DANCE STEPS AND PATTERNS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	4.1 Perform 4 consecutive running waltz steps forward to a drum beat.	7	
	4.2 Perform 8 consecutive turning waltz steps with a partner.	7	
Two-Step	5. To demonstrate the two-step in a style characterized by:		
	a. An uneven rhythm.		
	b. A step, close, step pattern.		
	The student will:		
	5.1 Perform 4 consecutive two steps forward to a drum beat.	7	
	5.2 Perform 8 consecutive turning two steps with a partner.	7	
Grapevine	6. To demonstrate the grapevine step in a style characterized by:		
	a. A step right on right; cross behind with left, step right on right, cross left in front, step right on right foot.		
	b. An even rhythm.		
	The student will:		
	6.1 Perform with rhythmical accuracy one grapevine step to the right and one to the left.	7	
Mazurka	7. To demonstrate the mazurka step in a style characterized by:		
	a. Stamp, cut, hop.		
	b. 3/4 meter.		

BASIC DANCE STEPS AND PATTERNS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Or a variation: Step, close, hop.		
	The student will:		
	7.1 Perform 4 consecutive mazurka steps forward.	7	
Square	8. To demonstrate technique in square dance, the student will perform the following basic square dance moves with a partner.		
	a. Left- and right-hand swing.	4	
	b. Two-hand swing.	4	
	c. Left- and right-elbow swing.	4	
	d. Promenade	4	
	e. Do-si-do	4	
	f. Sashay	7	
	g. Allemande left	4	
	h. Allemande right	4	
	i. Grand right and left	7	
	j. The star	7	
Dance	9. To demonstrate knowledge of dance formations, the student will assume the appropriate position in the following formations:		
	a. Single circle facing counterclockwise.		
	b. Double circle facing counterclockwise.		
	c. Triple circle.		

DANCE

BASIC DANCE STEPS AND PATTERNS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Double circle, partners facing.		
	e. Quadrille.		
	f. Longways set.		
Opening	10. To demonstrate knowledge of opening dance positions, the student will assume the appropriate positions for the following techniques:		
	a. Side by side.	4	
	b. Promenade.	4	
	c. Varsouvienne.	7	
	d. Shoulder-waist.	7	
Attitude	11. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	4-7	
	11.1 Take part in assigned activities.		
	11.2 Follow established safety rules.		
	11.3 Dress in appropriate attire.		
	11.4 Assist in distribution and care of equipment.		
	11.5 Work independently or in a group on skill development.		

DANCE

BASIC DANCE STEPS AND PATTERNS

TOPIC	SUGGESTED ACTIVITIES
Step Hop	1. Challenge the student to perform the following: a) Clap to a 2/4 meter. b) Step in place to a 2/4 meter. c) Step hop in place with alternate feet to a drum beat. d) Step hop moving forward and backward. e) Turn in a circle while performing the step hop. f) Step hop with a partner, moving forward, backward and in a circle. 2. Participate in folk dances requiring the step hop.
Schottische	1. Challenge the students to perform the following: a) Clap to a 4/4 meter. b) Move various body parts to a 4/4 meter. c) Move a body part on the first three beats and hold on the fourth. d) Step in place to a 4/4 meter. e) Step in place on the first three beats and hold on the fourth. f) Step, step, step, hop in place to a drum beat. g) Walk, walk, hop forward to a drum beat. h) Walk, walk, walk, hop backward to a drum beat. i) Schottische with a partner. j) Run, run, run, hop forward and backward. k) Combine the schottische and the step hop in a sequence. 2. Participate in folk dances requiring the schottische step.
Polka	1. Challenge the students to perform the following: a) Listen and clap to an uneven drum beat. b) Listen and clap to polka music in 2/4 meter. c) In a large circle, gallop with right foot leading to polka music. d) In a large circle, gallop with left foot leading to polka music. e) Gallop 8 times with right foot leading and 8 times with left leading. Reduce to 4 gallops with each foot. Finally, perform 2 gallops with right and 2 gallops with left foot and repeat. (This results in the Polka Step.) f) Hop, skip, close, step to an uneven drum beat. g) Hop, step, close, step with a partner, alternating back to back and face to face. h) Polka with a 180 degree turn with each step. 2. Participate in folk dances requiring the polka.
Waltz	1. Challenge the student to perform the following: a) Listen and clap to waltz music.

DANCE

BASIC DANCE STEPS AND PATTERNS

TOPIC	SUGGESTED ACTIVITIES
	b) Walk to waltz music, clapping on every third beat. c) Practice the running waltz. Run 3 steps while bending knee slightly on step one. d) Perform the running waltz forward, backward, sideways and turning. e) Practice the box waltz by stepping forward, side, close, back, side, close. f) Practice the waltz balance. g) Waltz with a partner. h) Practice 2. Participate in folk dances requiring waltz.
Two-Step	1. Challenge the students to perform the following: a) Listen and clap to music in 2/4 meter. b) Step in place to a 2/4 meter. c) Step in place on the first three beats and hold on the fourth. d) Step, close, step, hold in place to a drumb beat. e) Step, close, step forward. f) Two-step with a partner. g) Two-step with a partner, alternating face-to-face and back-to-back. h) Two-step and make quarter and half turns with each step. 2. Participate in folk dances requiring the two-step.
Grapevine	1. Practice the grapevine, step to the right and to the left. 2. Participate in folk dances requiring the grapevine step. 3. Create dances using the grapevine step.
Mazurka	1. Challenge the students to perform the following: a) Listen and clap to mazurka music. b) Clap to mazurka music accenting the second count. c) Practice the mazurka step in place. d) Practice the mazurka step forward. [illegible] Practice the mazurka step with a partner.
Square Dance Techniques	1. Have students participate in square dances involving a variety of basic techniques: a) Left and Right Swing - Virginia Reel Solomon Levi b) Two-Hand Swing - Virginia Reel c) Left- and Right-Elbow Swing - Virginia Reel Teton Mountain Stomp Oh Johnny, Oh

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DANCE

BASIC DANCE STEPS AND PATTERNS

TOPIC	SUGGESTED ACTIVITIES
	d) Promenade - Old Kentucky Home Paul Jones Mixer My Little Girl
	e) Do-si-do - Hot Time in the Old Town Old Kentucky Home Take a Little Peak
	f) Sashay - Virginia Reel
	g) Allemande Left - Ladies Chain The Mountain Old Kentucky Home My Little Girl
	h) Allemande Right - Hot Time in the Old Town Old Kentucky Home
	i) Grand Right and Left - Ladies Chain The Mountain Paul Jones Mixer Hot Time in the Old Town
	j) The Star - Old Kentucky Home
	k) Step Hop - Seven Jumps (Denmark) The Hatter (Denmark) At the Inn (Germany)
	l) Schottische - Road to the Isles (Scotland) Fado Blanquita (Portugal-Brazil) Ersko Kolo (Yugoslavia)
	m) Step Swing - Hora (Israel) Maitelitza (American-Russian) Masquerade (Denmark)
	n) Polka - Shoemakers Dance (Denmark) Lott Ist Tod (Sweden) Galopede (England)
	o) Waltz - Norwegian Mountain March (Norway) Oslo Waltz (Scotch-English) Spanish Circle Waltz (U.S.)
	p) Grapevine - Cherkassiya (Israel) Miserlo (Greek-American) Road to Isles (Scotland)
	q) Pas-de-basque - Boston Two-Step (England) Dashing White Sergeant (Scotland) Neopolitan Tarantilla (Italy)
	r) Buzz Step - The Hatter (Denmark)
	s) Mazurka - Black Forest Mazurka (Germany) Varsouvianna (U.S.) Varsovienne (Sweden)

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DANCE

MODERN DANCE

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Locomotor Movements
  1. Dance walk
  2. Leap
  3. Run
  4. Prance
  5. Jump
  6. Skip
  7. Slide
  8. Gallop
  9. Hop

- B. Axial or Body Movement
  1. Bend-stretch
  2. Rise-fall
  3. Twist-turn
  4. Shake-bounce
  5. Swing-sway
  6. Others

- C. Locomotor Combinations

- D. Improvisation

- E. Movement Qualities
  1. Swinging
  2. Sustained
  3. Percussive
  4. Collapse

II. Knowledge

- A. Movement Quality

- B. Spatial Awareness

- C. Rhythmic Fundamentals
  1. Relative note value
  2. Underlying beat
  3. Accent

III. Attitude

DANCE

MODERN DANCE

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
LOCOMOTOR MOVEMENTS			
Dance Walk	1. To demonstrate the dance walk in a style characterized by:		
	a. The toes and ball of the feet strike the floor first.		
	b. Smooth sustained quality.		
	c. Slight turnout as foot contacts floor.		
	The student will:		
	1.1 Perform a dance walk with arms moving in opposition to legs for a distance of 30 feet forward.	III	
	1.2 Perform a dance walk with arms moving in opposition to legs for a distance of 20 feet backward.	III	
	1.3 Perform a dance walk in a sideward direction using the step pattern of a grapevine step (step side, cross step in front, side step, cross step in back).	IV	
	1.4 Perform a dance walk with arms held in second position for a distance of 20 feet forward and 20 feet backward.	IV	
Run	2. To demonstrate the run in a style characterized by:		
	a. Ball of foot striking floor first.		
	b. An extension of the legs between each step.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Movement directed upward as well as forward.		
	d. A light even rhythm.		
	e. Torso centered between legs when extended.		
	The student will:		
	2.1 Run to a drum beat at a slow tempo for a distance of 20 feet.	III	
	2.2 Run to a drum beat at a fast tempo for a distance of 30 feet.	IV	
Leap	3. To demonstrate the leap in a style characterized by:		
	a. Torso centered between legs when extended.		
	b. Joints of the legs and ankles flexed to absorb force of landing.		
	c. Body parts extended during suspension phase.		
	d. Quick flexion and extension of legs and ankles during take off.		
	The student will:		
	3.1 Leap using correct technique.	III	
	3.2 Leap after a series of running steps.	IV	
	3.3 Leap with arms in opposition to legs at take off.	IV	
Jump	4. To demonstrate the jump in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Flexion of ankles, knees, and hips during the preparatory phase.		
	b. Quick extension of ankles, knees and hips upon take off.		
	c. Flexion of ankles and knees to absorb force of landing.		
	The student will:		
	4.1 Jump using correct technique.	III	
	4.2 Jump up, extend legs to each side during the suspension phase, and land in a balanced position.	IV	
	4.3 Jump up, extend legs forward and back during the suspension phase, and land in a balanced position.	IV	
Prance	5. To demonstrate the prance in a style characterized by:		
	a. Knee lifted to a right angle.		
	b. A fast, light movement.		
	c. An elevation of the body with each step.		
	d. Legs and feet parallel.		
	The student will:		
	5.1 With arms lifted and curved forward, prance a distance of 30 feet forward.	III	
	5.2 With arms lifted and curved forward, prance backward and sideways.	III	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Triplet	6. To demonstrate the triplet in a style characterized by:		
	a. A 3/4 meter.		
	b. A series of three steps with a slight accent and flexion at the knee on the first step.		
	c. Weight on the balls of the feet on steps two and three.		
	The student will:		
	6.1 Perform a triplet in 3/4 meter for a distance of 30 feet.	IV	
Skip	7. To demonstrate the skip in an uneven rhythm in a style characterized by:		
	a. Lightness of movement.		
	b. Height gained with the hop.		
	The student will:		
	7.1 Skip a distance of 30 feet with arms swinging in opposition.	III	
	7.2 Skip a distance of 30 feet with arms held in second position.	IV	
Gallop	8. To demonstrate the gallop in an uneven rhythm in a style characterized by:		
	a. Height gained by forceful take off.		
	b. Extension of ankles, knees and hips during suspension.		
	The student will:		
	8.1 Gallop a distance of 30 feet.	III	

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MODERN DANCE

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Slide	9. To demonstrate the slide in a style characterized by: a. A gliding quality. b. A cut step as foot is drawn to a closed position. The student will:		
	9.1 Slide to the left a distance of 15 feet.	III	
Locomotor Combinations	10. To demonstrate locomotor combinations in a style characterized by: a. Freedom of movement and involvement of the total body. b. Eyes focused forward. c. Smooth, balanced character. d. Flexion of joints to provide proper landings. The student will:		
	10.1 Perform the following locomotor patterns three times in succession to rhythmical accompaniment. a) Walk, walk, jump, jump. b) Triplet, triplet, walk, walk. c) Run, run, leap. d) Jump, hop. e) Gallop, gallop, gallop, skip.	IV	
Improvisation	11. To demonstrate creativity and the ability to improvise with dance, the student will respond with movement to the following selected problems:		
	11.1 Using a long ribbon, design moving shapes in space.	IV	

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MODERN DANCE

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	11.2 Using a wand to represent different ideas, design movements that depend upon the object for balance.	IV	
	11.3 Design movement to body sounds (slapping, clicking, patting, rubbing).		
Swinging	12. To demonstrate an awareness of movement qualities and the ability to perform swinging movement in a style characterized by:		
	a. A pendular movement around a joint.		
	b. A natural, free, rhythmical motion.		
	The student will:		
	12.1 From a standing position, swing the arms and legs in a forward and backward direction.	III	
Sustained Movement	13. To demonstrate an awareness of movement qualities and the ability to perform a sustained movement in a style characterized by:		
	a. A smooth release of energy.		
	b. Maximal control.		
	c. Even contraction of muscle.		
	The student will:		
	13.1 In a standing position, perform a sustained movement with the arms and legs.	III	
	13.2 From a standing position, lower the body to a sitting position using a sustained movement.	IV	

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MODERN DANCE

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Percussive	14. To demonstrate an awareness of movement qualities and the ability to perform a percussive movement in a style characterized by:		
	a. Energy applied with quickness and force.		
	b. Directness with little follow-through.		
	c. Aggressiveness.		
	The student will:		
	14.1 In a standing position, perform percussive movements with arms and legs.	IV	
Collapse	15. To demonstrate an awareness of movement qualities and the ability to perform a collapse in a style characterized by:		
	a. A downward response to gravity.		
	b. A relaxing of the body by releasing tension.		
	The student will:		
	15.1 From a standing position, collapse to the floor.	IV	
Knowledge of Movement Qualities	16. To demonstrate a knowledge of movement qualities, the student will discuss the use of energy in the performance of the following types of movement:		
	a. Swinging	III	
	b. Sustained	IV	

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MODERN DANCE

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Percussive	IV	
	d. Collapse	IV	
Spatial Awareness	17. To demonstrate a knowledge of spatial design, the student will define the following elements and explain the use of space in dance:		
	a. Direction	III	
	b. Levels	III	
	c. Dimensions	IV	
	d. Focus	IV	
Knowledge of Musical Rotation	18. To demonstrate a knowledge of musical rotation, the student will be able to diagram and interpret the relative value of sixteenth, eighth, quarter, half and whole notes.	IV	
Underlying Beat	19. To demonstrate a knowledge of underlying beat, the student will be able to define the concept of and clap the underlying beat as selected music of different tempos is played.	IV	
Accent	20. To demonstrate a knowledge of accent, the student will be able to define the term and indicate accented and unaccented notes by loud and light claps.	IV	
Attitude	21. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	III IV	
	21.1 Take part in assigned activites.		
	21.2 Follow established safety rules.		

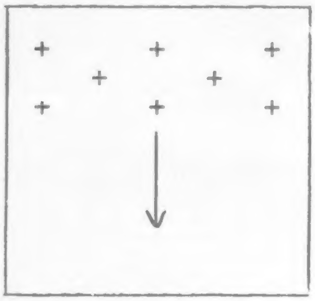
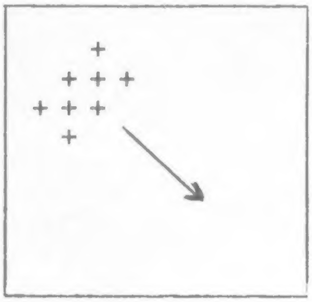
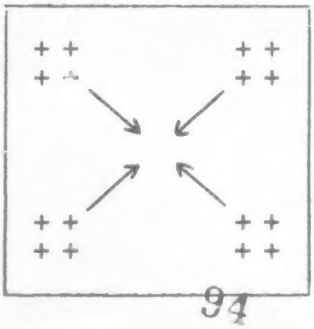
DANCE

MODERN DANCE

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	21.3 Dress in appropriate attire.		
	21.4 Assist in distribution and care of equipment.		
	21.5 Work independently or in a group on skill development.		

DANCE

MODERN DANCE

TOPIC	SUGGESTED ACTIVITIES
Locomotor Skills	1. Challenge the students to perform the following tasks: a) Perform locomotor movements to rhythmical accompaniment across the floor using different organizational patterns. Students moving across the floor  Students moving diagonally across the floor  Students moving from corners 

DANCE

MODERN DANCE

TOPIC	SUGGESTED ACTIVITIES
	b) Perform locomotor skills varying the quality and spatial relationships. c) Perform locomotor skills with a partner.
Locomotor	1. Experiment with various locomotor combinations created by teacher and students. a) Walk, walk; jump, jump; b) Walk, walk, triplet, triplet; c) Run, run, hop; run, run, hop; d) Slide, slide, slide, jump.
Improvisation	1. Challenge the students to perform the following tasks: a) Movement to various sounds: (i) Sounds made by body (clap) (ii) Sounds made with mouth (scissors) (iii) Sounds made by instruments (blocks) b) Movement to selected recorded music. c) Movement to colors, words, pictures, phrases or nursery rhymes. d) Movement as suggested by various objects such as a beachball, a fly swatter, or an eggbeater. e) Movement as suggested by sensory stimulation such as touching cotton, smelling a lemon, or tasting candy.
Movement Qualities	1. Challenge the students to experiment with the following swinging movements: a) Swing different body parts. b) Swing body parts at different tempos. c) Alternate a forceful swing with a weak swing. d) Swing while performing various locomotor movements. 2. Challenge the students to experiment with the following sustained movements: a) Move different body parts in a sustained way. b) While performing locomotor movements, move body parts in a sustained way. 3. Challenge the students to experiment with the following percussive movements with various body parts: a) Perform percussive movements with various body parts. b) Perform percussive movements with various body parts while moving.

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TOPIC	SUGGESTED ACTIVITIES
Spatial Awareness Directions	1. Challenge the students to experiment with the following movements: a) Perform locomotor skills or combinations in different directions. b) Perform a locomotor skill, changing directions on a signal. d) Create a movement sequence to be performed forward. e) Create a movement sequence to be performed backward.
Levels	1. While performing locomotor skills, change level on a signal. 2. Create a movement sequence which includes movement at different levels. 3. Create a movement sequence which begins at a high level and ends at a low level.
Dimension	1. Perform large and small walks, runs, leaps, skips, gallops, etc. 2. Perform locomotor skills in a large range and then a small range. 3. Create a movement sequence progressing from a small to a large range.
Forms	1. Perform locomotor skills while focusing on different points. 2. Perform a locomotor skill and focus with direction opposite the movement. 3. Perform a movement sequence while focusing in a specific direction.
Musical Rotation	1. Clap the rhythm of whole, half, quarter, eighth, and sixteenth notes. 2. As the teacher plays quarter notes on the drum, student will clap. Move for the duration of a whole note. 3. As teacher plays quarter notes on the drum, students will clap eighth notes. 4. Divide class into 4 groups and assign each group a note. Students will clap out the duration of the note assigned. 5. Move body parts or perform even locomotor skills to various kinds of notes.
Underlying Beat	1. Clap the underlying beat of music of different tempos. 2. Move body parts to the underlying beat. 3. Perform locomotor skills to the underlying beat.
Accent	1. Accent different counts of a measure by clapping. 2. Run and dip on the accented beats. 3. Using various locomotor skills, change directions on the accent. 4. Move on accented beat and stop on unaccented beats.

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TEAM SPORTS

BASKETBALL

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Offensive Skills
  - 1. Dribbling
  - 2. Passing
    - a. Underhand
    - b. Chest pass
    - c. Bounce pass
    - d. One-hand overhead pass (baseball pass)
  - 3. Catching
  - 4. Shooting
    - a. Lay-up
    - b. Two-hand set
    - c. One-hand set
    - d. Jump shot
  - 5. Footwork
    - a. Forward pivot
    - b. Reverse pivot

- B. Offensive and Defensive Rebounding

- C. Offensive Techniques
  - 1. Fast break
  - 2. Power
  - 3. Zone offense
  - 4. Man-to-man offense

- D. Defensive Techniques
  - 1. Basic defensive position
  - 2. One-on-one
  - 3. Defensive rebounding
  - 4. Zone defense
    - a. Two-three zone
    - b. one-three-one zone
  - 5. Full court pressure

II. Knowledge

- A. History

- B. Basic Rules
  - 1. Putting the ball in play
  - 2. Violations

ACTIVITY CONTENT OUTLINE

    3. Personal fouls
    4. Technical fouls
    5. Scoring
    6. Substitution

  C. Terminology

  D. Safety

  E. Individual and Team Strategy

III. Attitude

TEAM SPORTS

BASKETBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Dribbling	1. To demonstrate the ability to dribble the ball in place and to travel at different speeds in a style characterized by:		
	a. Head up and eyes forward.		
	b. Knees slightly bent.		
	c. Elbows close to body.		
	d. Force applied with fingers of cupped hand.		
	The student will:		
	1.1 Dribble the ball in place with the dominant hand 10 consecutive times without losing control of the ball.	4	
	1.2 Dribble the ball in place with the nondominant hand 10 consecutive times without losing control of the ball.	7	
	1.3 Control dribble the ball in a straight line for a distance of 50 feet while moving.	4	
	1.4 Control dribble the ball around four stationary objects placed 6 feet apart while changing hands on each turn.	IV	
Underhand Pass	2. To demonstrate the ability to execute an underhand pass in a style characterized by:		
	a. Pendular arm swing.		
	b. Force supplied through shift of weight in the direction of the target.		

TEAM SPORTS

BASKETBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	2.1 Execute a mature two-hand underhand pass and hit a 4-foot-square target, 4 feet above the floor from 10 feet away, 4 out of 5 times.	II	
	2.2 Execute a mature one-hand underhand pass and hit a 4-foot-square target 4 feet above the floor from 10 feet away, 4 out of 5 times.	III	
Chest Pass	3. To demonstrate the ability to execute a two-hand pass in a style characterized by:		
	a. Ball held chest high with fingers spread and on each side of the ball.		
	b. Elbows bent.		
	c. Force supplied through shift of weight in direction of the pass.		
	d. Elbows extended and wrists snapped as ball is pushed from chest and released.		
	The student will:		
	3.1 Execute a chest pass and hit a 4-foot-square target, 4 feet above the floor from 10 feet away, 4 out of 5 times.	4	
	3.2 Execute a chest pass and hit a 3-foot-square target, 4 feet above the floor from 15 feet away, 4 out of 5 times.	7	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3.3 Execute a two-hand bounce pass to a teammate 10 feet away and hit a target spot on the floor 2/3 of the distance, 4 out of 5 times.	7	
Overhead Pass	4. To demonstrate the ability to execute a one-hand overhead pass in a style characterized by:		
	a. Ball brought back above shoulder level with the free arm used for balance.		
	b. Elbow leads the forward drive of the arm.		
	c. Force supplied through shift of weight in the direction of the throw.		
	d. Follow through with arm extended and wrist flexed.		
	The student will:		
	4.1 Execute an overhead pass and hit a 5-foot-square target 15 feet away and 4 feet above the ground, 4 out of 5 times.	7	
	4.2 Execute an overhead pass and hit a 4-foot-square target 20 feet away and 4 feet above the ground, 4 out of 5 times.	IV	
	4.3 Execute an one-hand bounce pass to a teammate 10 feet away and hit a target spot on the floor 2/3 of the distance, 4 out of 5 times.	IV	
Catching	5. To demonstrate the ability to execute a functional catch in a style characterized by:		
	a. Elbows flexed in preparation for receiving the ball.		

TEAM SPORTS

BASKETBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Ball is caught with the hands without making contact with other body parts.		
	c. Arms pulled back slightly as ball is caught.		
	The student will:		
	5.1 Catch a basketball thrown accurately from a distance of 15 feet, 4 out of 5 times.	4	
	5.2 Catch a basketball thrown from 30 feet to within 10 feet to the right or left of the student's original position, 4 out of 5 times.	7	
	5.3 Catch a basketball thrown from 30 feet to within 15 feet to either side of the student's original position.	IV	
Shooting Lay-up	6. To demonstrate the technique for a lay-up shot in a style characterized by:		
	a. Head up and eyes focused on basket as basket is approached.		
	b. Weight lifted by push-off with foot opposite the shooting hand.		
	c. Ball released against the backboard.		
	d. Basket approached from a 45 degree angle.		
	The student will:		
	6.1 Make 1 out of 5 lay-up shots with the dominant hand from the	4	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	side of the basket utilizing a dribble approach.		
	6.2 Make 3 out of 5 lay-up shots with the dominant hand from the side of the basket utilizing a dribble approach.	7	
	6.3 Make 3 out of 5 lay-up shots with the nondominant hand from the nondominant side of the basket utilizing a dribble approach.	IV	
	6.4 Run toward the basket, receive a pass and make one out of 2 lay-up shots without traveling with the ball.	IV	
One-Hand Set Shot	7. To demonstrate the technique for a one-hand set shot in a style characterized by:		
	a. Body balanced on balls of feet, knees flexed, and dominant foot slightly forward during the preparatory movement.		
	b. Shooting hand placed behind the ball and the non-shooting hand to the side of the ball during the preparatory movement.		
	c. Ball brought to a shooting position above eye level with elbow of shooting arm pointed toward basket.		
	d. Body and arm are extended up on release.		
	e. Follow through involves wrist flexion.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	7.1 Make 1 out of 5 one-hand set shots from a distance of 5 feet.	4	
	7.2 Make 2 out of 5 one-hand set shots from a distance of 5 feet.	7	
	7.3 Make 1 out of 5 one-hand set shots from a distance of 5 feet to the left of the basket.	5-7	
	7.4 Make 2 out of 5 one-hand set shots from a distance of 10 feet.	IV	
Jump Shot	8. To demonstrate the technique for a jump shot in a style characterized by:		
	a. Ball lifted to shooting position as shooter springs upward.		
	b. Ball released at peak of the jump.		
	The student will:		
	8.1 Make 1 out of 5 jump shots from a distance of 5 feet.	7	
	8.2 Make 1 out of 5 jump shots from a distance of 10 feet.	10	
	8.3 Dribble the ball a distance of 5 feet, stop 10 feet from the basket, and shoot a jump shot which goes in the basket or hits the rim, 2 out of 5 times.	7	
	8.4 Receive a pass while moving, and without traveling shoot a jump shot from a distance of 10 feet which goes in the basket or hits the rim, 2 out of 5 times.	IV	

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BASKETBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Forward Pivot	9. To demonstrate the technique for a forward pivot in a style characterized by: a. Weight on the outside foot and forceful push-off. The student will:		
	9.1 Run a distance of 20 feet, stop and change forward direction using a forward pivot.	4-7 IV	
Reverse Pivot	10. To demonstrate the technique for a reverse pivot in a style characterized by: a. Direction reversed by planting forward foot and stepping in opposite direction. The student will:		
	10.1 Run a distance of 20 feet and reverse directions using a reverse pivot.	7-IV	
Rebounding	11. To demonstrate functional rebounding in a style characterized by: a. Knees flexed and eyes on ball during preparatory phase. b. Ball caught at the height of the jump with arms extended over head. The student will:		
	11.1 Catch a basketball rebounding from the backboard to the side of the basket and falling within 1 foot of the rebounder, 1 out of 3 times.	4	May use rebound ring.

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BASKETBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	11.2 Catch a basketball rebounding from the backboard to the side of the basket and falling within 1 foot of the rebounder, 3 out of 5 times.	7-IV	
Defensive Techniques	12. To demonstrate a good defensive position in a style characterized by: a. Feet shoulder-width apart. b. Weight low and balanced on the balls of the feet. The student will:		
	12.1 Move forward, backward and sideways on a signal, using basic defensive body position.	4-7	
Knowledge of Rules	13. To demonstrate an understanding of basic rules of basketball, the student will:		
	13.1 Identify the number of players on a basketball team.	4	
	13.2 Identify the position of players on a basketball team.	4	
	13.3 Identify traveling and lane violations.	7	
	13.4 Identify personal and technical fouls.	7	
	13.5 Identify jump ball rules.	7	
	13.6 Identify free throw rules.	7	
Skill Technique	14. To demonstrate an understanding of basic skill execution, the student		

TEAM SPORTS

BASKETBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	will identify point of technique in the following skills:		
	14.1 Dribbling	4-7	
	14.2 Chest Pass	4-7	
	14.3 Bounce Pass	4-7	
	14.4 One-hand Overhead Pass	7	
	14.5 Catching	4-7	
	14.6 Guarding	7	
	14.7 Lay-up Shot	7	
	14.8 One-hand Set Shot	7	
	14.9 Jump Shot	7	
	14.10 Forward Pivot	7	
	14.11 Reverse Pivot	7	
Offense Techniques	15. To demonstrate an understanding of offensive play technique, the student will identify the following basic offenses:		
	15.1 Fast Break	IV	
	15.2 Zone	IV	
	15.3 Man	IV	
Defense Techniques	16. To demonstrate an understanding of defensive play techniques, the student will identify the following basic offenses:		
	16.1 Man-to-man	III-IV	

TEAM SPORTS

BASKETBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	16.2 Zone defenses	III-IV	
	16.3 Press	III-IV	
Attitude	17. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	4-7	
	17.1 Take part in assigned activities.		
	17.2 Follow established safety rules.		
	17.3 Dress in appropriate attire.		
	17.4 Assist in distribution and care of equipment.		
	17.5 Work independently or in a group on skill development.		

TEAM SPORTS

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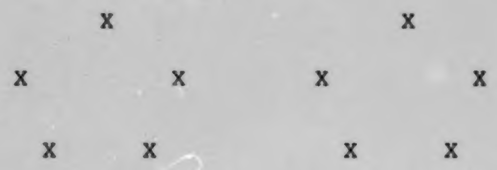
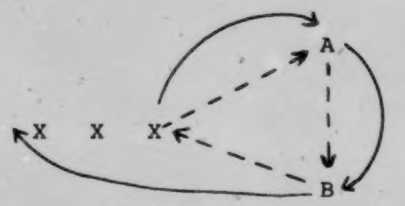
TOPIC	SUGGESTED ACTIVITIES
Dribbling	1. Organize class for individual practice of the following skills: a) Dribble while sitting down. b) Dribble while lying down. c) Dribble with right hand. d) Dribble with left hand. e) Dribble with alternate hands. f) Dribble a figure eight around one leg, between the legs and around the other leg. g) Dribble behind the back. h) Dribble, changing hands on a signal. i) Dribble around obstacles. j) Dribble while moving forward, backward and sideways. k) Dribble, changing directions on a signal. l) Dribble at moderate and full speed. 2. Organize class for partner practice in the following dribble techniques: a) In a one-on-one situation, dribble while changing directions and speed. 3. Organize class for participation in the following group activities: a) Flag dribble. b) Dribble relays.
Passing and Catching	1. Organize class for individual practice of the following passing and catching skills: a) Pass against a wall using various passing techniques. b) Pass for accuracy at various sized targets, from various distances. 2. Organize class for partner practice in the following technique: a) Pass to a partner from a stationary position. b) Pass quickly to a partner immediately after receiving a pass from a partner. c) Pass from a stationary position to a partner who is moving. d) While moving, pass to a partner who is moving. 3. Organize class for group practice: a) Passing drills. X X X X X X 8-10 feet apart

TEAM SPORTS

BASKETBALL

TOPIC	SUGGESTED ACTIVITIES
	4. Pentagon Drill a) Organize players into groups of 5 as shown. b) Players pass to each other using various types of passes.  5. Triangle Drill a) Ball begins at front of line. b) Player passes or dribbles to A or B and moves to that spot. 
Shooting	1. Organize the class for individual practice of shooting skills: a) Practice right- and left-hand lay-up shots from both sides of the basket. b) On a drive toward the basket, practice receiving a pass and shooting lay-ups from right and left sides. c) Practice faking a shot and drive in for a lay-up. d) Practice shooting one-hand push and jump shots from various angles and distances from the basket. e) Practice dribbling to one of the practice lines, stop and shoot. 2. Organize the class for partner practice in shooting: a) Practice receiving a pass from a partner, stop and shoot from various distances. b) One-on-one practice.
Forward and Reverse Pivot	1. Organize the class for individual practice of forward and reverse pivots: a) Practice forward and reverse pivots, with and without the ball.

TEAM SPORTS

BASKETBALL

TOPIC	SUGGESTED ACTIVITIES
Rebounding	1. Organize class for partner practice in rebounding: a) As Player #1 throws ball to backboard, #2 rebounds and taps ball up.
Guarding	1. Organize class for individual practice of guarding techniques: a) Practice moving forward, backward, left, or right on command. 2. Organize class for one-on-one practice.

BASKETBALL

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TEAM SPORTS

FOOTBALL

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Stance
  - 1. Two point
  - 2. Three point
  - 3. Four point

- B. Passing
  - 1. Stationary
  - 2. Running

- C. Receiving
  - 1. Passes
  - 2. Punts and kickoffs
  - 3. Pitch out

- D. Ball Carrying
  - 1. Handoff
  - 2. Carrying
  - 3. Switching hands

- E. Kicking
  - 1. Punting
  - 2. Kick off
  - 3. Place kick (extra point - field goal)

- F. Blocking
  - 1. Shoulder block
  - 2. Cup block

- G. Downing the Ball (Touching)

- H. Centering
  - 1. To quarterback
  - 2. Shotgun
  - 3. Punting

- I. Lateral (Pitch out)

- J. Handoff

- K. Individual Pass Defense

II. Knowledge

- A. Basic Rules

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TEAM SPORTS

FOOTBALL

ACTIVITY CONTENT OUTLINE

1. Equipment
    a. Field
    b. Uniform
    c. Ball
    d. Flags

2. Nature of the game/playing regulations
    a. Players and their positions
    b. Starting the game
    c. Scoring
    d. First downs (down/distance)
    e. Downing the ball (touching)
    f. Fouls and penalties
        1) Blocking
        2) Offsides
        3) Pass interference
        4) Clipping
    g. Punting
    h. Fumbles

B. Terminology
    1. Backs
    2. Linemen
    3. Block
    4. Clipping
    5. Handoff
    6. Line of scrimmage
    7. Offsides
    8. Safety
    9. Touchdown
    10. Dead ball
    11. Down and distance
    12. Downed ball
    13. Live ball
    14. Lateral
    15. Backfield in motion
    16. Extra point
    17. Pass interference

C. Safety
    1. Rules
    2. Equipment

D. History of the Game
    1. Origin
    2. Variations

III. Attitude

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FOOTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Stance	1. To demonstrate a functional stance for line, center or backfield play, the student will:		
	1.1 Assume a 2-point stance as characterized by:	5-7-9	
	a) Feet shoulder-width apart with knees slightly bent.		
	b) Hands on legs just above knees.		
	c) Head erect, looking straight ahead.		
	1.2 Assume a 3-point stance as characterized by:	III	
	a) Feet shoulder-width apart, toe-to-heel stagger.		
	b) Back parallel to ground with weight on balls of feet.		
	c) One hand lightly touching ground and opposite arm resting on knee.		
	d) Head up, looking ahead.		
	1.3 Assume a 4-point stance as characterized by:	IV	
	a) A functional 3-point stance with both hands on ground and weight slightly forward.		
Passing	2. To demonstrate functional passing skills and the ability to pass a football in a style characterized by:		

TEAM SPORTS

FOOTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Ball gripped with both hands with fingers of throwing hand across laces.		
	b. Preparatory movement with arm cocked back with ball opposite ear.		
	c. Foot and shoulder opposite throwing arm pointed at receiver (thrust).		
	d. Weight transferred from back foot forward while stepping forward.		
	e. Ball released with snap of wrist and follow through.		
	The student will:		
	2.1 Pass the ball within reach of a stationary receiver 10 yards away, 2 out of 5 times.	5	Youth ball recommended.
	2.2 Pass the ball within reach of a receiver 10 yards away, 3 out of 5 times.	7	Youth ball recommended.
	2.3 Pass the ball within reach of a receiver running a 10-yard down and out or in pattern at moderate speed, 2 out of 5 times.	9	Youth ball recommended.
Receiving	3. To demonstrate proper receiving skills and the ability to catch a football in a style characterized by:		
	a. Ball caught with the hands, not arms or body.		
	b. Fingers spread and relaxed.		
	c. Arms extended at elbow but flexed at shoulder to absorb force of ball.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Thumbs extended outward when catching below waist or over the shoulder and inward when catching above waist.		
	The student will:		
	3.1 Catch a pass thrown from 10 yards.	5	
	3.2 Catch 2 out of 5 passes thrown from 5 yards to a point within 10 feet in any direction.	7	
	3.3 Catch 3 out of 5 passes thrown from at least 10 yards to a point within 10 feet in any direction.	9	
Receiving Handoff	4. To demonstrate the ability to receive a handoff properly in a style characterized by:		
	a. Looking ahead, not at the ball.		
	b. Inside arm up across chest, arm opposite quarterback down across waist, forming a pocket to receive ball.		
	The student will:		
	4.1 Receive a handoff from both sides, using proper technique.	5-7-10	
Ball Carrying	5. To demonstrate the ability to carry a football properly in a style characterized by:		
	a. Ball placed under arm opposite opponent.		
	b. Ball held with one end under armpit and the other end with the fingers.		

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FOOTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	5.1 Demonstrate the proper ball-carrying technique while running a distance of at least 10 yards.	5-7	
	5.2 Receive a handoff properly, tuck the ball and run for at least 10 yards.	9	
Punting	6. To demonstrate punting skills and the ability to punt the football in a style characterized by:		
	a. Ball held with both hands, with arms extended about waist high.		
	b. Two steps taken forward, starting with kicking foot and contacting ball with extended foot and pointed toes.		
	c. Contact about waist height and follow through.		
	d. Ball dropped and not thrown down.		
	The student will:		
	6.1 Punt the ball using correct technique.	5	
	6.2 Punt the ball a distance of 15 yards.	7	
	6.3 Punt the ball at least 12 feet high a distance of 20 yards, 2 out of 5 times.	9	
Kick off	7. To demonstrate the ability to "kick off" from a "tee" in a style characterized by:		
	a. Turning approach.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Ball kicked below its midline.		
	c. Complete follow-through.		
	The student will:		
	7.1 Kick the ball from a tee 15 yards.	5	
	7.2 Kick the ball from a tee 15 yards, 2 out of 5 times.	7	
	7.3 Kick the ball from a tee 20 yards, in the air 3 out of 5 times.	9	
Blocking	8. To demonstrate the proper blocking skills and the ability to block in a style characterized by:		
	a. Fist touching the chest and elbow pointing out at chest level.		
	b. Head between defensive man and ball.		
	c. Two-point stance with back straight and head up.		
	The student will:		
	8.1 Execute the proper blocking form on a stationary defensive man.	5-7-9	
Rules	9. To demonstrate an understanding of the basic rules of football, the student will:		
	9.1 Identify the number of players on an official team.	5	
	9.2 Identify the number of players and their positions.	7-9	

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FOOTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	9.3 Identify how to start a game.	5-7-9	
	9.4 Identify how a first down is received.	7-9	
	9.5 Identify the 4 methods of scoring (Touchdown, Field Goal, Extra point, Safety).	5-7-9	
	9.6 Identify the legal procedure for downing the ball.	7-9	
	9.7 Identify an illegal block.	7-9	
	9.8 Identify who retains possession on a fumble.	5-7-9	
	9.9 Identify circumstances under which a fumble is alive or dead.	7-9	
	9.10 Identify what constitutes offsides.	5-7-9	
	9.11 Identify what determines pass interference.	9	
Terms	10. To demonstrate an understanding of the basic terms related to touch football, the student will:		
	10.1 Identify backs	5	
	10.2 Identify linemen	5	
	10.3 Identify clipping	7	
	10.4 Identify line of scrimmage	7	
	10.5 Identify offside	5	
	10.6 Identify touchdown	5	
	10.7 Identify safety	7	

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FOOTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	10.8 Identify Touchback	7	
	10.9 Identify dead ball	9	
	10.10 Identify down and distance	5	
	10.11 Identify lateral	7	
	10.12 Identify backfield in motion	9	
	10.13 Identify extra point	7	
Attitude	11. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	5-7-9	
	11.1 Take part in assigned activities.		
	11.2 Follow established safety rules.		
	11.3 Dress in appropriate attire.		
	11.4 Assist in distribution and care of equipment.		
	11.5 Work independently or in a group on skill development.		

TEAM SPORTS

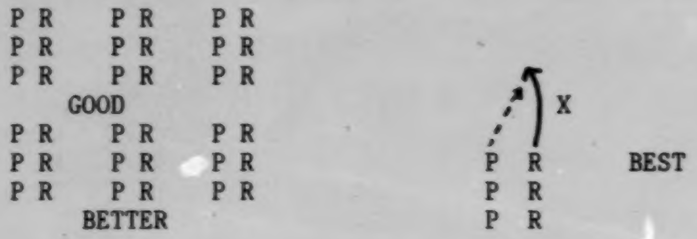
FOOTBALL

TOPIC | **SUGGESTED ACTIVITIES**

Passing

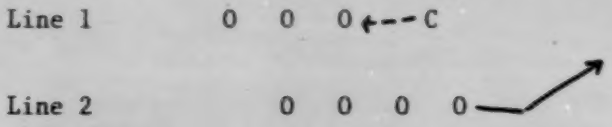
1. The students pair off facing each other and practice passing and receiving the ball from different distances.

2. The class is divided into seven groups of six students each. The passers (P) pass the ball to the receivers (R) and run to the end of the receiver's line. The receiver receives the ball at X and runs to the end of the passer's line. Pupils advance from good, to better, to best groups as they improve.



Receiving

1. Organize groups of two lines 10 to 15 feet apart. The one who will center the ball (C) is placed in front of line 1. The first student in line 1 receives the ball from center and throws it to the first player in line 2, who has run down the field to receive the ball on the run. The receiver then throws the ball back to the center and takes his place at the end of line 1. The passer moves immediately to the end of line 2. Eventually, all the passers will have an opportunity to be receivers and vice versa.



Kicking

1. Students pair off facing each other and practice punting and receiving from different distances.

2. The class is divided into two sections as shown. Those who did not learn how to pass and receive continue to practice and advance to the kicking group as they improve. The kickers (K) punt the ball to the receivers (R) and run to the end of the receiving line. The receivers catch the ball, run it to the head of the line. Students advance from good, to better, to best as they improve.

TEAM SPORTS

FOOTBALL

TOPIC	SUGGESTED ACTIVITIES

PASSING

```
P  R        K  K    K  K        K
P  R        K  K    K  K        K
P  R        K  K    K  K        K

P  R        R  R    R  R        R
P  R        R  R    R  R        R
P  R        R  R    R  R        R
            GOOD    BETTER      BEST
```

Blocking

1. Students are arranged in two groups: the blockers (B) and the opponents (O). Students advance from fair, to good, to better, to best as improvement is made.

```
B  B  B  B        B  B  B  B

0  0  0  0        0  0  0  0
   FAIR              GOOD              B
                                      BEST
                                       0
B  B  B  B        B  B  B  B

0  0  0  0        0  0  0  0
  BETTER             BEST
```

Centering

1. Students pair off and practice centering.
2. Students are placed in two sections as shown:
   The centering group practices with the centers (C) swapping the ball to the kicker (K), who kicks to the receiver (R). The centers run to the receiving position, the kickers to the center position, and the receivers to the end of the kicking line. Students advance from good, to better, to best group as they improve.

TEAM SPORTS

FOOTBALL

TOPIC	SUGGESTED ACTIVITIES

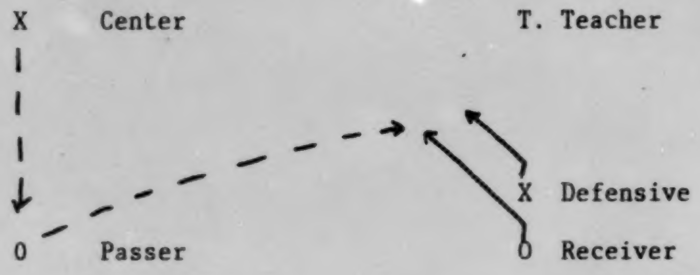
R R R R R R

C C C C C C

K K K K K K
K K K K K K
K K K K K K
GOOD BETTER BEST

Pass Defense

1. To teach defensive pass coverage, place defensive man between teacher and receiver. The teacher uses hand signals to indicate the pattern the receivers should run. The defensive man attempts to touch ball down or intercept.



Offensive Play

1. Practice offensive maneuvers for 5-man, 7-man, 8-man, and 11-man organizational plans.

5 Man	7 Man	8 Man	11 Man
L L L	L L L L	L L L L L	L L L L L L L
B B	B B B	B B B	B B B B

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FOOTBALL

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TEAM SPORTS

SOCCER

ACTIVITY CONTENT OUTLINE

I. Skills

- A. Kicking
  1. Inside-of-the-foot kick
  2. Outside-of-the-foot kick
  3. Instep kick
  4. Volley kick

- B. Passing
  1. Inside-of-the-foot pass
  2. Outside-of-the-foot pass
  3. Heel pass

- C. Trapping
  1. Sole-of-the-foot trap
  2. Inside of lower legs
  3. Knee trap

- D. Blocking
  1. Chest block
  2. Thigh block
  3. Shoulder block
  4. Head block (heading)

- E. Punting
  1. Two or more step approach
  2. Drop kick

- F. Tackling
  1. Front tackle
  2. Side tackle
  3. Split contact tackle

- G. Dribbling
  1. Inside-of-the-foot dribble
  2. Outside-of-the-foot dribble
  3. Alternating feet dribble

II. Knowledge

- A. Rules and Regulations
  1. Starting the game
  2. Basic ball advancement
  3. Out of bounds

ACTIVITY CONTENT OUTLINE

4. Scoring
5. Basic penalties
6. Goalkeeper privileges
7. Execution of free kicks
8. Fouls and misconduct
9. Ball control
10. Penalty kick
11. Player privileges

B. Terminology
  1. Passing
  2. Kicking
  3. Trapping
  4. Blocking
  5. Punting
  6. Tackling
  7. Dribbling
  8. Corner kick
  9. Field goal
  10. Goalkeeper
  11. Penalty kick
  12. Throw in
  13. Charging
  14. Touch in
  15. Penalty line
  16. Goal area
  17. Fullback
  18. Halfback
  19. Forward
  20. Indirect free kick
  21. Direct free kick
  22. Restraining line
  23. Off side
  24. Tripping
  25. Holding
  26. Unnecessary roughness

C. Safety
  1. Equipment
    a. Proper dress
    b. Proper footwear
  2. Rules
    a. Tripping
    b. Kicking

ACTIVITY CONTENT OUTLINE

- c. Striking
- d. Charging
- e. Holding
- f. Pushing
- g. Heading and volley kick

D. History of the Game

E. Individual and Team Strategy
  1. Offensive strategies
  2. Defensive strategies

F. Playing Area

III. Attitudes

A. Sportsmanship

B. Appreciation of the Game

C. Care of Equipment

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Inside-of-the-Foot Kick	1. To demonstrate kicking skills and the ability to execute an inside-of-the-foot kick in a style characterized by:		
	a. Weight supported on nonkicking foot placed slightly behind the ball.		
	b. Ball met near center of the body.		
	c. Ball contacted with the inside of the foot after kicking leg swings in front of supporting leg.		
	The student will:		
	1.1 Kick a ball using an inside-of-the-foot kick a distance of 8 yards, 3 out of 5 times.	4	
	1.2 Kick a ball using an inside-of-the-foot kick a distance of 20 yards, 3 out of 5 times.	6	
	1.3 Kick a ball using an inside-of-the-foot kick 30 yards into a regulation goal, 3 out of 5 times.	8	
Outside-of-the-foot Kick	2. To demonstrate kicking skills and the ability to execute an outside-of-the-foot kick in a style characterized by:		
	a. Weight supported on nonkicking foot placed slightly behind the ball.		
	b. Ball met near center of body.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Ball contacted with the side and little toe of the foot after kicking leg swings in front of supporting leg.		
	The student will:		
	2.1 Kick the ball using an outside-of-the-foot kick a distance of 8 yards, 3 out of 5 times.	4	
	2.2 Kick the ball using an outside-of-the-foot kick a distance of 20 yards, 3 out of 5 times.	II	
	2.3 Kick the ball using an outside-of-the-foot kick a distance of 30 yards into a regulation goal, 2 out of 5 times.	III	
Instep Kicking	3. To demonstrate kicking skills and the ability to execute an instep kick in a style characterized by:		
	a. A running approach to the ball.		
	b. Support of weight on nonkicking foot placed slightly behind the ball.		
	c. Back swing with knee bent and toe pointed toward ground.		
	d. Forward swing with knee in line with ball.		
	e. Follow through with kicking foot pointed toward ball.		
	The student will:		
	3.1 Kick the ball using an instep kick a distance of 20 yards, 3 out of 5 times.	II	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3.2 Kick the ball using an instep kick 20 yards into a regulation goal, 3 out of 5 times.	III	
Volley Kick	4. To demonstrate kicking skills and the ability to execute a volley kick in a style characterized by:		
	a. Ball contacted in the air before or after a bounce.		
	b. Ball contacted with instep approximately knee level.		
	c. Forward and backward swing with bent leg.		
	The student will:		
	4.1 Execute a volley kick with the dominant foot.	II	
	4.2 Execute a volley kick with the nondominant foot.	III	
Passing	5. To demonstrate proper passing skills in a style characterized by:		
	a. Hips and shoulders turned slightly away from the ball as the leg is raised.		
	b. An easy sweeping movement of the leg.		
	c. Body well over the ball.		
	d. Foot only a little off the ground when the ball is contacted.		
	e. Ball on ground after contact.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	5.1 Pass a ball using the inside of the foot a distance of 10 yards.	4-6	
	5.2 Pass a ball with the outside of the foot a distance of 5 yards.	4-6	
	5.3 Pass a ball using inside of the foot and the outside of the foot pass toward a moving target at a distance of 10 yards, 1 out of 3 times.	8	
	5.4 Pass the ball with the heel a distance of 10 yards, 3 out of 5 times.	III	
Trapping	6. To demonstrate trapping skills in a style characterized by:		
	a. Ball control.		
	b. Relaxed body position.		
	The student will:		
	6.1 Trap a ball with the sole of the foot from a moving position, 2 out of 5 times, with dominant and nondominant foot.	4	
	6.2 Trap a ball with the inside of the lower leg from a moving position 3 out of 5 times with the dominant foot.	6	Shin trap
Blocking	7. To demonstrate blocking skills in a style characterized by:		
	a. Body position in line with ball.		
	b. Ball contacted with chest, thigh, shoulder and head.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	7.1 Execute a chest block from a stationary position, 1 out of 3 times, with the ball being thrown from a distance of 5 yards.	4	
	7.2 Execute a chest block while moving, 1 out of 3 times, with the ball being thrown from a distance of 10 yards.	8	
	7.3 Execute a shoulder block from a stationary position, 1 out of 3 times, with the ball being thrown from a distance of 5 yards.	6	
	7.4 Execute a head block from a movement pattern and a jump with the ball being tossed a distance of 5 yards, 2 out of 5 times.	III	
Punting	8. To demonstrate punting skills in a style characterized by:		
	a. Ball held about waist high with both hands.		
	b. Ball dropped as kicking foot swings forward.		
	c. Ball kicked with the instep.		
	The student will:		
	8.1 Punt a ball using correct technique.	4	
	8.2 Punt a ball a distance of 20 yards.	6	
	8.3 Punt a ball a distance of 25	8	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	yards so that it lands between parallel lines 20 yards apart.		
Tackling	9. To demonstrate tackling skills in a style characterized by:		
	a. Ball taken from opponent by using the feet.		
	b. Ball played without body contact.		
	The student will:		
	9.1 Execute a front tackle.	II	
	9.2 Execute a legal tackle from the side.	II	
	9.3 Execute a legal tackle of an opponent's dribble without contact.	III	
Dribbling	10. To demonstrate dribbling skills in a style characterized by:		
	a. Ball control.		
	b. Ball stays within 12-18 inches of feet.		
	c. Alternate toss with the inside of each foot.		
	The student will:		
	10.1 Dribble the ball a distance of 10 yards without losing control.	4	
	10.2 Dribble around 3 stationary objects placed at 5-foot intervals without losing control of the ball.	6-8	
Rules	11. To demonstrate an understanding of basic rules and regulations of		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	soccer, the student will identify:		
	11.1 How to start the game.	6	
	11.2 Methods for playing out-of-bounds balls.	6	
	11.3 Method of scoring.	6	
	11.4 Basic penalties.	6	
	11.5 Privileges of the goalkeeper.	6	
	11.6 Rules pertaining to free kicks.	6	
	11.7 Effects of fouls and misconduct on different parts of the field.	6	
	11.8 Penalties outside the penalty area.	8	
	11.9 Penalties inside the playing area.	8	
	11.10 Offside as it relates to scoring a goal.	8	
Terminology	12. To demonstrate an understanding of basic terms related to soccer, the student will identify the following terms:		
	12.1 Passing	6	
	12.2 Kicking	6	
	12.3 Trapping	6	
	12.4 Blocking	6	
	12.5 Punting	6	
	12.6 Dribbling	8	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	12.7 Corner kicks	8	
	12.8 Field goal	8	
	12.9 Goalkeeper	8	
	12.10 Penalty kick	8	
	12.11 Throw in	8	
	12.12 Charging	8	
	12.13 Penalty line	8	
	12.14 Goal area	8	
	12.15 Indirect free kicks	8	
	12.16 Direct free kicks	8	
	12.17 Restraining line	8	
	12.18 Offsides	8	
	12.19 Tripping	8	
	12.20 Holding	8	
	12.21 Unnecessary roughness	8	
Safety	13. To demonstrate an understanding of basic safety rules and equipment, the student will:		
	13.1 Wear proper dress and footwear when playing.	4-6-8	
	13.2 Identify safety equipment available for player use.	6-8	
	13.3 Identify basic safety practices as concerned with the following:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a) Tripping	6	
	b) Kicking	6	
	c) Striking	6	
	d) Charging	6	
	e) Holding	6	
	f) Pushing	6	
	g) Heading and volley kick	8	
History	14. To demonstrate a basic understanding of the history of soccer, the student will identify:		
	14.1 Country of origin.	II	
	14.2 Variations of the game.	II	
	14.3 The reason the first official rules were developed.	III	
	14.4 Year adopted by United States.	III	
Individual and Team Strategy	15. To demonstrate a basic understanding of individual and team strategy, the student will:		
	15.1 Identify 2 basic offensive formations.	III	
	15.2 Identify 2 basic styles or attacks.	III	
	a. Long passing game.		
	b. Short passing game.		
	15.3 Identify 2 basic defensive formations.	III	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	15.4 Identify chief pattern of defense.	III	
	a) Man to man		
	b) Responsibilities of the fullback and goalie.		
Players and Playing Area	16. To demonstrate an understanding of the players and the playing area, the student will:		
	16.1 Identify all 11 players and their positions on the field.	6-8	
	16.2 Diagram a soccer playing field.	8	
Attitude	17. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	4-6-8	
	17.1 Take part in assigned activities.		
	17.2 Follow established safety rules.		
	17.3 Dress in appropriate attire.		
	17.4 Assist in distribution and care of equipment.		
	17.5 Work independently or in a group on skill development.		

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TOPIC	SUGGESTED ACTIVITIES
Kicking	1. Students pair off and practice kicking from different distances.
	2. Students are placed in a double line formation 20 yards or more apart to practice different types of kicks.
Passing and Trapping	1. Students pair off and practice the different types of passes and traps.
	2. Students form a circle about 10 yards in diameter to practice passing and trapping.
Kicking, Passing, Trapping, Blocking, Tackling	1. Students form a circle with one student in the center. Arms and hands are not to be used. The object of the drill is to prevent the ball from being intercepted by the student in the middle. This activity may be used to improve kicking, passing, blocking, trapping, and tackling.
Kicking, Passing, and Dribbling	1. Five to six students form a semicircle and practice shooting while a goalkeeper practices goalkeeping skills. This drill may incorporate dribbling, passing, kicking, and blocking as offensive and defensive strategy.
Punting	1. Students pair off and practice punting different distances.
	2. Students are placed in a shuttle formation with 4 students in each line. The first student will punt the ball to the first student in the line facing him/her. The receiving student will trap the ball, pick it up with the hands and punt it to the second student in the other line who will duplicate the activity. This activity may be used to improve punting, trapping, and blocking skills. Distances should become progressively greater. a) Dribble and trap on a signal. b) Dribble in different pathways. c) Dribble, trap and change directions. d) Dribble around obstacles. e) Dribble so that a partner cannot steal the ball. f) Dribble through a group of 4 other students without having the ball stolen. g) With two against two, play dribble keep away.
	3. Arrange students in pairs and practice dribbling, trapping and passing.

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TOPIC	SUGGESTED ACTIVITIES
Passing, Tackling, Dribbling	1. Ten students form two lines 10 feet or more apart. The first two in each line advance, dribbling and passing the ball toward a player who is stationed about 15 feet out. The defensive player attempts to tackle while the two try to avoid being tackled.
Tackling and Dribbling	1. Ten players form double line formation 15 feet apart. One player in line A slowly dribbles the ball to opposite player in line B, who tackles him. Next, have one couple in line A advance to tackle as their passes go from one to the other. Rotate positions.
Kicking, Passing, Trapping, Punting, Dribbling	1. Players form a double line 20 yards or more apart and punt to each other. Combine punting, kicking, or drop kicking with trappings, dribbling, and passing as follows: LINE A (Punts or drop kicks) LINE B (One traps, couples dribble pass to Line A.)
Leadup Game	1. Students are divided into two teams. Each member is given a number which corresponds to that of an opponent. The players are lined up at opposite ends. These players have goalie privileges. The teacher calls out a number and the two players converge on the ball and try to dribble to his own goal and score. Variation: Call two or more numbers.

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FILMS

Coke and Dr. Pepper have films available on soccer.

TEAM SPORTS

SOFTBALL

ACTIVITY CONTENT OUTLINE

I. Skill Development

A. Offensive Skills
1. Batting
2. Base running
   a. Home to first base
   b. Home to second base
   c. Around the bases
   d. First to second base
   e. Stealing stance for fast pitch
   f. Straight in slide
   g. Stealing
   h. Hook slide
3. Bunting
   a. Sacrifice
   b. Drag
4. Place hitting

B. Defensive Skills
1. Throwing
   a. Overhand
   b. Underhand
2. Catching
   a. Above the waist
   b. Below the waist
3. Fielding
   a. Ground balls
   b. Fly balls
4. Pitching
   a. Slow pitch
   b. Fast pitch

C. Officiating Skills
1. Base umpire
2. Plate umpire

II. Knowledge

A. Basic Rules
1. Players and their playing positions
2. Fair and foul balls
3. Strikes and balls
4. Base running
5. Batting
6. Pitching

ACTIVITY CONTENT OUTLINE

- B. Terminology
- C. Safety
  - 1. Equipment
    - a. Mask (required)
    - b. Chest protector
    - c. Helmet
    - d. Gloves
    - e. Shin guards
    - f. Shoes
  - 2. Rules
    - a. Wear proper uniform and protective equipment.
    - b. Stand away from the batter.
    - c. Keep playing area free from obstructions.
    - d. Practice all skills taught in softball unit.
- D. History of the Game
  - 1. Origin
  - 2. Variations
    - a. Slow pitch
    - b. Fast pitch
- E. Individual and Team Strategy
- F. Skill Execution
- G. Nature of the Game

III. Attitude

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SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Batting	1. To demonstrate the batting skills and the ability to hit a ball in a style characterized by:		Pitching distance 40' - Bases 60'.
	a. Gripping the bat with two hands held together with dominant hand held above the other.		
	b. Assuming the square stance, feet shoulder-width apart, knees slightly bent and toes pointed directly ahead.		
	c. Holding the bat off the shoulder with elbows away from the body and wrists cocked.		
	d. Swinging the bat level while transferring weight from back to front foot and completing follow-through.		
	The student will:		
	1.1 Execute a proper swing.	4	
	1.2 Hit 2 out of 5 pitches thrown from a distance of 40' into fair territory.	6	
	1.3 Hit 3 out of 5 pitches thrown from a distance of 40' into fair territory.	9	
Base Running	2. To demonstrate base running skills in a style characterized by:		Bases 60' apart.
	a. Swinging arms freely and pushing off with balls of feet.		
	b. Keeping eyes focused down on base path.		
	The student will:		
	2.1 Run from home plate across first base at full speed.	4	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	2.2 Run from first base to second, third and home plate, touching each base.	4	
	2.3 Run from home plate to first in 6.0 seconds after hitting a ball pitched from 40'.	6	
	2.4 Run the bases in 18 seconds touching each base.	6	
	2.5 Run the bases (touching each base) in 18 seconds after hitting a ball pitched from 40'.	9	
Throwing Overhand	3. To demonstrate the overhand throw in a style characterized by:		
	a. Ball gripped with thumb and fingertips of four fingers.		
	b. Elbow leads.		
	c. Weight transferred from back to forward foot.		
	d. Step on foot opposite throwing arm.		
	e. Follow-through is in a downward direction.		
	The student will:		
	3.1 Throw a softball a distance of 20' to a target with a 3' radius, the center of which is 10' above the ground, 2 out of 5 times.	4	
	3.2 Throw a softball a distance of 30' to a target with a 3' radius, the center of which is 6' above the ground, 3 out of 5 times.	6	

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SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3.3 Throw a softball from first base to second base (60'), 3 out of 5 times.	9	Can also throw home to first, second to third or third to home.
Throwing Underhand	4. To demonstrate the underhand throw in a style characterized by:		
	a. Ball is gripped with thumb and fingertips of four fingers.		
	b. Weight transferred from back foot to front foot.		
	c. Step on foot opposite throwing hand.		
	The student will:		
	4.1 Throw a softball a distance of 10' to a target 30" wide by 42" high, the bottom of which is 15" above the ground, 2 out of 5 times.	4	
	4.2 Throw a softball a distance of 25' to a target 30" wide by 42" high, the bottom of which is 15" above the ground, 2 out of 5 times.	6	
	4.3 Throw a softball a distance of 40' to a target 30" wide by 42" high, the bottom of which is 18" above the ground, 2 out of 5 times.	9	
Catching Fielding Ready Position	5. To demonstrate the defensive ready position for fielding balls in a style characterized by:		
	a. Knees bent with feet shoulder-width apart.		
	b. Weight slightly forward.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Arms hanging downward, slightly bent.		
	d. Eyes on ball.		
	The student will:		
	5.1 Assume a proper defensive ready position.	4-6-9	
Ground Balls	6. To demonstrate the ability to field ground balls in a style characterized by:		
	a. Correct ready position.		
	b. Body in line with approaching ball.		
	c. Little fingers together, pointing down.		
	d. Knees bent to reach ball.		
	The student will:		
	6.1 Field 2 out of 5 balls thrown from a point 20' away.	4	
	6.2 Field 2 out of 5 balls thrown 2 yards or less to either side from a point 30' away.	6	
	6.3 Field 3 out of 5 balls, hit or tossed, 3 yards or less to either side from a point 50' away.	9	
Fly Balls	7. To demonstrate the ability to field fly balls in a style characterized by:		
	a. Correct ready position.		

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SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Arms extended toward ball, slightly bent at elbows.		
	c. Thumbs together, fingers pointing up.		
	d. Arms recoiled to absorb force of oncoming ball.		
	The student will:		
	7.1 Catch 2 out of 5 balls tossed at least 15' high, from 20' away.	4	
	7.2 Catch 2 out of 5 balls, hit or tossed at least 20' high, from 40' away.	6	
	7.3 Catch 3 out of 5 balls, hit or tossed at least 25' high from 50' away.	9	
Officiating	8. The student will demonstrate the following signals used in officiating:		
	8.1 Strike	4-6-9	
	8.2 Out	4-6-9	
	8.3 Safe	4-6-9	
	8.4 Time	4-6-9	
Rules	9. To demonstrate an understanding of basic rules of softball, the student will identify:		
Game	9.1 The number of players on a fast pitch and slow pitch team.	4	
	9.2 The positions of players on a fast pitch and slow pitch team.	6	

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SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	9.3 The number of innings in a game.	4	
	9.4 How many balls determine if a batter walks.	4	
	9.5 How many strikes make an out.	4	
	9.6 How many outs in an inning.	4	
	9.7 The effect of leaving base before the ball is pitched in fast pitch; crossing home plate in slow pitch.	6	
	9.8 The runner tag rule on fly balls.	6	
	9.9 The effect on a runner of being hit by a batted ball.	6	
	9.10 The effect of a ball bunted foul on third strike.	6	
	9.11 The effect of catching a foul tip on the third strike.	6	
Pitching	9.12 The strike zone in slow pitch and fast pitch.	9	
	9.13 The method of delivery when pitching.	6	
	9.14 The number of steps allowed during delivery when pitching.	6	
	9.15 The path of the ball being pitched in slow pitch.	9	
Terminology	10. To demonstrate an understanding of basic terms related to softball, the student will identify the following terms:		

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SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	10.1 Batter	4	
	10.2 Strike	4	
	10.3 Strike zone	6	
	10.4 Ball	4	
	10.5 Foul	4	
	10.6 Fair	4	
	10.7 Out	4	
	10.8 Inning	4	
	10.9 Walk	4	
	10.10 Bunt	6	
	10.11 Force-Out	6	
	10.12 Infield	9	
	10.13 Outfield	9	
	10.14 Fly ball	4	
	10.15 Foul tip	6	
	10.16 Overthrown ball	9	
	10.17 Base runner	4	
	10.18 Error	6	
	10.19 Stolen base	6	
Safety	11. To demonstrate an understanding of basic safety rules and equipment, the student will:		
	11.1 Identify safety equipment available for players.	4	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	11.2 Identify safety equipment required for players.	4	
	11.3 Identify basic safety practices.	4	
	11.4 Comply with safety precautions by wearing appropriate equipment.	4-6-9	
History	12. To demonstrate a basic understanding of the history of softball, the student will identify:		
	12.1 The country of origin.	II	
	12.2 The year adopted in the United States.	II	
	12.3 Variations of the game.	IV	
	12.4 The sport from which softball developed.	IV	
Individual and Team Strategy	13. To demonstrate a basic understanding of individual and team strategy, the student will:		
	13.1 Identify the skill of backing up teammates.	6-9	
	13.2 Identify back up positions for the a) Pitcher b) Catcher c) Shortstop - Second baseman d) Outfielders	9	
Skill	14. To demonstrate an understanding of basic skill execution in softball of the following skills:		

SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Batting		
	b. Base running		
	c. Overhand throw		
	e. Defensive ready position		
	f. Catching fly balls		
	g. Fielding ground balls		
	The student will:		
	14.1 Identify one proper skill technique about each skill.	6	
	14.2 Identify two proper skill techniques about each skill.	9	
Attitude	15. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	4-6-9	
	15.1 Take part in assigned activities.		
	15.2 Follow established safety rules.		
	15.3 Dress in appropriate attire.		
	15.4 Assist in distribution and care of equipment.		
	15.5 Work independently or in a group on skill development.		

TEAM SPORTS

SOFTBALL

TOPIC	SUGGESTED ACTIVITIES
Batting	1. Students will practice swinging the bat, using the correct stance and grip, without hitting a ball. 2. Students will practice hitting the ball off a batting T or cone. 3. Students will practice hitting a 16-inch indoor ball. 4. Students will practice hitting a 12-inch softball thrown from distances of 30, 35, and 40 feet. 5. Bat to Score a) Players form semicircle from first to third. Batter scores a point if ball is hit between the fielders. Ball must be fair and fall or roll into area confined by extensions of the baselines. Batter continues to bat until he misses three pitched balls, or opponent catches a fly. Players change positions when a batter is put out. 6. Work-up a) Players are assigned to play right field, center field, left field, pitcher and catcher. Batter continues to bat until he is put out by a fly being caught or by missing three pitches. One point is scored for each fair ball hit. Each player keeps his own score. Players rotate positions after batter is put out. 7. Beat-the-throw a) Batter hits a fair ball and tries to run around all the bases before the fielders can throw the batted ball to first, second, third, and home. 8. One base softball a) Batter scores by batting a fair ball and running to first base and back to home plate before being put out. The batter is out if he misses three pitches or if a fielder catches a fly ball or the catcher touches home plate with the ball or contacts the plate while holding the ball. 9. Pepper a) Players form semicircle around batter and throw ball to batter who hits it back to players.
Base Running	1. Students perform a practice swing and run to first base and turn out to right. 2. Students perform a practice swing and run to second base. 3. Students perform a practice swing and run around the bases. 4. Students practice taking a lead off first base as the ball is pitched. 5. Students practice stealing stances. 6. Students practice tagging up and advancing after a fly is caught. 7. Students practice the straight-in slide on grass or in sand. 8. Students practice the hook slide on grass or in sand.

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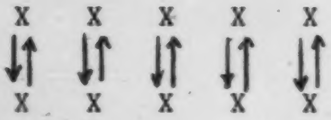
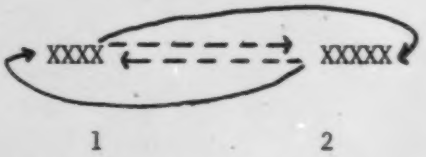
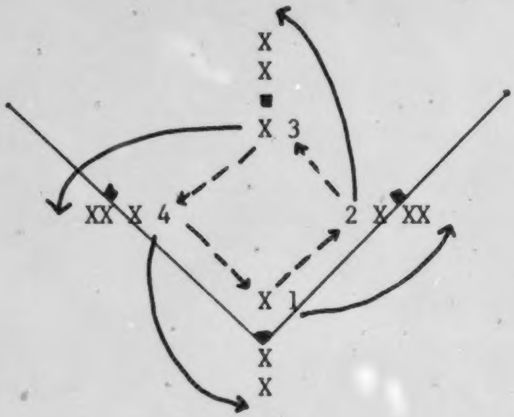
SOFTBALL

TOPIC	SUGGESTED ACTIVITIES
	9. Beat the throw (see batting activities). 10. One base softball (see batting activities).
Throwing, Catching and Fielding	1. Players form two lines and throw ground and fly balls to each other. If there is only one glove per pair, individual with glove will always throw grounders to individual without glove. Throws should be thrown directly to partner as well as to either side.  2. Teams opposite each other in shuttle drill formation. X1 throws to X2 and runs to the end of X2's line. Students will call for the catch. A base may be placed at the left of each line for the runner to touch. Variation: Move base to head of the line and players must be in contact with the base when they catch the ball or run touch base after they catch it. Players go to end of line rather than to opposite line.  3. Players line up in groups of 3 or more at each base. All players should stand well away from the base until it is their turn. X1 on home plate throws to X2 on first base, X2 catches the ball, pivots and throws to X3 at second base, who repeats the catch, pivots and throws to third base. After the throw the player runs to the base he has thrown to and goes to the end of the line. Bases should be placed at 30 feet and gradually increased to regulation distance.

TOPIC	SUGGESTED ACTIVITIES
	
	4. Place players at each infield position. Catcher throws to any base and directs baseman to throw to another base when he catches the ball. Infielders continue throwing with catcher directing the pattern.
	5. Place fielders in playing positions and hit balls to each, emphasizing the back-up responsibility of each player.
General Knowledge	1. Students may play the commercially prepared games designed to teach the rules, history and cultural foundations, strategies, terms, and mechanical principles of softball.
	2. Chalk talks are useful in teaching team tactics.

SOFTBALL

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FILMS:

Baseball Fundamentals and Techniques. Sound, B & W. Rental $16.50. Boston University Film Library, 765 Commonwealth Avenue, Boston, MA 02215.

Softball ... Playing It Right. Amateur Softball Association, 2801 N. E. 50th Street, Oklahoma City, OK 73111.

GAME:

Fernandez, Delores, Beth Moulds, Joan Paul, and Malissa Turner. Sport Hop. Available from PEPA Company, Natalbany, LA 70451.

VOLLEYBALL

ACTIVITY CONTENT OUTLINE

I. Skills

- A. Serving
  - 1. Underhand - floater
  - 2. Overhand
    - a. Floater
    - b. Top spin
- B. Passing
  - 1. Forearm
  - 2. Overhead - set
    - a. Front set
    - b. Back set
  - 3. Dig
- C. Spike
  - 1. Power spike
  - 2. Offspeed spike
  - 3. Dink
- D. Block
  - 1. Individual
  - 2. Two-player

II. Knowledge

- A. Rules
  - 1. Serving
  - 2. Out-of-bounds play
  - 3. Violations
- B. Team Strategies
  - 1. Offensive patterns
    - a. 4-2
    - b. 5-1
  - 2. Defensive patterns
    - a. Middle back defense
    - b. Middle in defense
  - 3. Serve reception - W formation

III. Attitude

TEAM SPORTS

VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Underhand Serve	1. To demonstrate a functional underhand volleyball serve in a style characterized by:		
	a. Ready position with leg opposite the hitting arm forward.		
	b. Hitting arm extended and drawn back in pendular swing.		
	c. Weight shifted to forward foot as striking arm swings forward.		
	d. Ball contacted in front of body slightly below waist.		
	e. Ball contacted with heel of open hand squarely in center of ball.		
	f. Follow through in direction of flight.		
	The student will:		
	1.1 Serve the ball using the underhand serve.	5	
	1.2 Serve the ball into the opponent's court using the underhand serve, 2 out of 4 times, over a net 6' high from a distance of 30 feet.	8	
	1.3 Serve the ball into the opponent's court using the underhand serve, 2 out of 4 times, over a net at least 7'4" high from a distance of 30 feet.	10	
Overhand Serve Floater	2. To demonstrate a functional overhand volleyball serve in a style characterized by:		

TEAM SPORTS

VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Ball tossed above the head without a spin approximately 3 feet in air.		
	b. Forward stride position with leg opposite the hitting arm forward as the striking arm is cocked back.		
	c. Ball contacted with fully extended arm directly over the head and slightly in front of the body.		
	d. Ball contacted with heel of an open hand squarely in center.		
	e. Little follow-through.		
	The student will:		
	2.1 Serve the ball into the opponent's court using the overhand serve, 4 out of 8 times, over a regulation net.	IV	
Overhand Serve Top Spin	3. To demonstrate a functional overhand volleyball serve in a style characterized by:		
	a. Ball tossed above the head without a spin approximately 4 feet in air.		
	b. Forward stride position with leg opposite the hitting arm forward as the striking arm is cocked back.		
	c. Ball contacted with fully extended arm directly overhead and slightly in front of the body.		

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VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Ball contacted with heel of an open hand on lower midsection of ball.		
	e. Follow-through: heel of hand first contacts ball, then the wrist snap rolls hand over ball, imparting top spin as weight shifts to forward foot.		
	The student will:		
	3.1 Serve the ball into the opponent's court using the overhand serve, 2 out of 4 times, over a regulation net.	IV	
Forearm Pass	4. To demonstrate a functional forearm pass in a style characterized by:		
	a. Weight on balls of feet in preparatory position.		
	b. Ball is contacted slightly above waist level with forearms slightly above the wrist joint.		
	c. Elbows are extended and rotated out to form flat surface upon contact.		
	d. Legs and hips are extended to provide power for the pass.		
	The student will:		
	4.1 Use a forearm pass to contact a beachball tossed accurately from a distance of 10 feet, 3 out of 5 times.	5	
	4.2 Use a forearm pass to contact a a volleyball tossed accurately from a distance of 10 feet, 4 out of 5 times.	8	

TEAM SPORTS

VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Overhead Pass - Front Set	5. To demonstrate a functional overhead pass in a style characterized by:		
	a. Ready position with knees flexed, feet in stride position shoulder-width apart, and hands above the head.		
	b. Ball contacted with fingertips and second joint of the thumb, index fingers and middle fingers.		
	c. Wrist and fingers are flexed forward upon contact.		
	d. High follow-through in a synchronized movement of entire body.		
	The student will:		
	5.1 Overhead pass a self-set beachball, 3 out of 5 times, sending the ball at least 5 feet high.	5	
	5.2 Overhead pass a self-set volleyball, 4 out of 5 times, sending the ball at least 5 feet high.	8	
	5.3 Consecutively volley a self-set volleyball against a wall so that the ball strikes the wall above a line 10 feet above the floor 8 times in one minute.	10	
Overhead Pass - Back Set	6. To demonstrate a functional back set in a style characterized by:		
	a. Initial position identical to the front set.		
	b. The hands contacting the ball above the forehead and extending up as the back arches.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. The head is up as the arms follow through.		
	The student will:		
	6.1 Overhead back set a self-set volleyball, 4 out of 5 times, sending the ball at least 5 feet high.	III	
	6.2 Use a back set to contact a beachball tossed accurately from a distance of 10 feet, 3 out of 5 times.	III	
	6.3 Use a back set to contact a volleyball tossed accurately from a distance of 10 feet, 3 out of 5 times.	IV	
Dig	7. To demonstrate a functional dig in a style characterized by:		
	a. Body position: wide stance, low crouch.		
	b. Ball is contacted with forearm of extended arm on the side of the body.		
	c. Extended arm is near playing surface.		
	d. The arm is directly under center of ball.		
	e. As ball contacts forearm, the arm swings upward to counteract the force of the ball and lifts it in the air.		
	f. Follow through in upward direction following direction of the flight of ball.		

TEAM SPORTS

VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	7.1 Use a dig to contact and pass a beachball accurately tossed,4 out of 5 times.	6	
	7.2 Use a dig to contact and pass a volleyball accurately tossed, 4 out of 5 times.	9	
Power Spike	8. To demonstrate a functional power spike, off-speed spike and dink in a style characterized by:		Move net down about 6".
Off-speed Spike	a. A coordinated approach, jump, and arm swing.		
Dink	b. Three or four approach steps in preparation which begins 10 to 15 feet from net.		
	c. Legs flexed on last step and the arms swung forcibly backward as the heels contact floor.		
	d. The arms swinging forward and upward above shoulders as weight transfers to toes and the legs and body extend upward.		
	e. The ball contacted by the heel, or heel and palm, of a firmly cupped hand.		
	f. Top spin imparted by wrist snap upon contact.		
	The student will:		
	8.1 Power spike a ball tossed accurately above a 6-foot net, 3 out of 5 times.	III	
	8.2 Power spike a ball tossed accurately above a regulation net, 3	III	

TEAM SPORTS

VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	out of 5 times.		
	8.3 Off-speed spike a ball tossed accurately above a regulation net, 3 out of 5 times, by using less velocity in arm swing upon contact.	IV	
	8.4 Dink a ball tossed accurately above a 6-foot net, 3 out of 5 times, by contacting the ball with the fingertips upon contact.	III	
	8.5 Dink a ball tossed accurately above a regulation net, 3 out of 5 times, by contacting the ball with the fingertips upon contact.	IV	
Block	9. To demonstrate a functional block in a style characterized by:		
	a. Lateral slide step into position.		
	b. Vertical jump to a position with hands and arms above and over the net.		
	The student will:		
	9.1 Successfully block a volleyball tossed accurately over a 6-foot net, 3 out of 5 times.	III	
	9.2 Successfully move into place and block a volleyball tossed over a regulation net, 3 out of 5 times.	IV	
Two-Player Block	10. To demonstrate a functional two-player block in a style characterized by:		
	a. Outside blocker sets block - hands aligned with ball.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Inside blocker laterally side steps into place beside outside blocker to form two-player block.		
	The student will:		
	10.1 Successfully double block a volleyball tossed accurately over a 6-foot net, 3 out of 5 times.	III	
	10.2 Successfully double block a volleyball tossed accurately over a regulation net, 3 out of 5 times.	IV	
Rules	11. To demonstrate a knowledge of basic volleyball rules, the student will:		
	11.1 Identify positions and explain rotation system.	8-10	
	11.2 Explain how points are scored and how a team wins a game.	8-10	
	11.3 State how many contacts each team is allowed.	5-8-10	
	11.4 Identify rules involving net play and center line play.	10	
	12. To demonstrate a knowledge of basic team strategies, the student will:		
	12.1 Describe player position and responsibilities for middle in defense.	IV	
	12.2 Describe player position and responsibilities for middle back defense.	IV	

TEAM SPORTS

VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	12.3 Describe the position of players in the co-receiving formation on serve reception.	IV	
Attitude	13. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	5-8-10	
	13.1 Take part in assigned activities.		
	13.2 Follow established safety rules.		
	13.3 Dress in appropriate attire.		
	13.4 Assist in distribution and care of equipment.		
	13.5 Work independently or in a group on skill development.		

TEAM SPORTS

VOLLEYBALL

TOPIC	SUGGESTED ACTIVITIES
Underhand, Overhand Serve	1. Student stands 30 feet from a wall and serves the ball above a 7-foot line on the wall. 2. Student serves the ball without a net to a partner who is standing approximately 30 to 40 feet away. 3. Student stands behind the last line and serves the ball over a net to a partner.
Passing	1. Student practices the forearm pass with a partner. One person tosses and the other person passes the ball back, using a forearm pass. The toss should be approximately 10 feet high. 2. Student practices consecutive forearm passes with a partner. 3. Student practices consecutive forearm passes against a wall. The ball should contact the wall above an 8-foot line. 4. Form a circle with 5 to 6 students. Bump the ball into the air around the circle to keep it up as long as possible. 5. Form two straight lines with 5 to 6 students facing each other. Ball is forearm passed to opposing line persons. After passing the ball, the student moves to the right and goes to end of opposite line.
Overhead Front Set	1. Student practices the overhead front set with a partner. One person tosses and the other person passes the ball back, using an overhead front set. The toss should be approximately 10 feet high. 2. Student practices consecutive overhead front sets with a partner. 3. Student practices consecutive overhead front sets against a wall. The ball should contact the wall above an 8-foot line. 4. Form a circle with 5 to 6 students. Overhead front set ball into the air around the circle to keep it up as long as possible.
Overhead Back Set	1. Student practices the overhead back set with a partner. One person tosses and the other person overhead back sets into the wall. The toss should be approximately 10 feet high. 2. Students work in three's on consecutive passes. First person back sets to second person who overhead passes a long pass to third person. Rotate positions after 10 consecutive passes by each person.
Forearm Pass Overhead Front Set	1. Students work in pairs on forearm pass and overhead front set. One person bumps a low pass to himself then passes the ball to the partner using an overhead set. Second person receives the pass by doing a bump to himself followed by overhead to partner.

VOLLEYBALL

TOPIC	SUGGESTED ACTIVITIES
Dig	1. Students work with partner with ball on dig. One person tosses ball no higher than 3 feet from floor to right or left of partner, who returns ball using a dig pass.
Spike	1. Students work in groups of three or four over net. One person tosses ball to second person who power spikes ball over net to two answering students; receiver rolls ball back to tosser. Ten consecutive attempts are made before rotation. 2. Students work in groups of three or four over net. One person tosses ball to second person who off-speed spikes ball over net to two remaining students; retriever rolls ball back to tosser. Ten consecutive attempts are made before rotation. 3. Students work in groups of three to four over net. One person tosses ball to second person who dinks ball over net to remaining students; retreiver rolls ball back to tosser. Ten consecutive attempts are made before rotation. 4. Repeat drills 1-3 using an overhead set.
Block	1. Students practice vertical jump against a wall. Student takes position approximately one foot from wall on practice jumping and touching wall above a 7-foot line. 2. Students work in pairs. Students practice vertical jumping facing partner at net. Students attempt to touch hands above the wall of the net after a vertical jump. 3. Students practice blocking against a spiker. Two lines are formed for spiking across net. Spiker tosses ball to setter who uses overhead pass sets. Spiker attempts a spike across net. Blocker attempts a block before rotation. Spiker becomes setter, setter becomes blocker, blocker becomes spiker.
Spike and Block	1. Students practice tandem blocking against spiker. Two lines are formed for spiking across net. Spiker tosses ball to setter who, using an overhead pass, sets the ball. Spiker attempts to spike for rotation. Blockers attempt to block with an outside blocker setting the block before rotation. Spiker becomes setter, setter becomes inside blocker, inside blocker becomes outside blocker, outside blocker becomes spiker.

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Vannier and Poindexter. *Individual and Team Sports for Girls and Women*. 3rd ed., pp. 667-718. W. B. Saunders Co., 1976.

INDIVIDUAL AND DUAL SPORTS

AQUATICS

ACTIVITY CONTENT OUTLINE

I. Skills

A. Basic Techniques
1. Entries
    a. Beginning entries
    b. Jumping into shallow water
    c. Jump into chest-deep water
    d. Jump into deep water
    e. Standing dive
    f. Coordinated front springboard dive
2. Breath control and bobbing
3. Buoyancy
    a. Jellyfish float
    b. Prone float
    c. Supine float
    d. Turning over
4. Locomotion
    a. Prone glide and prone glide with a kick
    b. Change of direction
    c. Treading and change of position
    d. Underwater swimming and surface diving

B. Strokes and Turns
1. Front crawl
2. Elementary backstroke
3. Breaststroke
4. Sidestroke
5. Turn

C. Survival Swimming
1. Survival Floating
2. Disrobing and inflation of clothes
3. Personal floatation devices (PFD's)
    a. Land
    b. Shallow water
    c. Chest-deep water

D. Water Safety
1. Nonswimming rescue techniques
    a. Arm and leg extension
    b. Reaching extension
    c. Wading assists
2. Cramps
    a. Release of cramp

ACTIVITY CONTENT OUTLINE

3. Hypothermia
    a. Heat escape lessening position (HELP)
    b. Huddle position

E. First Aid Related to Aquatics
  1. Respiratory emergencies
    a. Mouth-to-mouth resuscitation
    b. Mouth-to-nose resuscitation
    c. Mouth-to-stoma resuscitation
    d. Chest pressure-arm lift method
  2. General aquatic first aid
    a. Bleeding
    b. Shock

II. Knowledge

A. Entry Skills
  1. Mechanical principles
  2. Techniques

B. Strokes
  1. Techniques
  2. Mechanical principles
  3. Benefits of swimming
  4. Purposes of different strokes
C. Survival Swimming
  1. Safety
  2. Personal floatation device (PFD)
  3. Equipment

D. Water Safety
  1. Equipment
  2. Non-swimming rescues
  3. Hazards in the aquatic environment
    a. Car rescues
    b. Ice rescues
    c. Hypothermia
    d. Cramps
    e. Currents
    f. Weeds
    g. Hyperventilation
    h. Panic
    i. Exhaustion

ACTIVITY CONTENT OUTLINE

        j. Waves
    4. Safety rules
        a. Personal water safety
        b. Safety at pools
        c. Safety at ponds and lakes
        d. Safety at beaches

E. First Aid Related to Aquatics
    1. Respiratory emergencies
    2. First aid
        a. Bleeding
        b. Shock
        c. Spinal injuries
    3. First aid kit and supplies
    4. Burns
    5. Heat strokes, heat cramps, heat exhaustion

III. Attitudes Toward Swimming

A. Learning

B. Safety

C. Leisure Time

D. Physical Fitness

E. Athletic Value

INDIVIDUAL AND DUAL SPORTS

AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Entries Beginning	1. To demonstrate beginning entry, the student will:		
	1.1 Sit on the edge of deck and splash water on various body parts.	II	
	1.2 Slowly lower into the water.	II	
	1.3 Stand in water and lower to chest-deep water.	II	
	1.4 Walk in shallow water with assistance.	II	
	1.5 Walk in shallow water without assistance.	II	
	1.6 Demonstrate proper use of ladders to enter and leave the water.	II	
Into Shallow Water	2. To demonstrate entry into shallow water, the student will jump into the water.		
	2.1 From a squatting position with assistance.	II	
	2.2 From a squatting position without assistance.	II	
	2.3 From a standing position with assistance.	II	
	2.4 From a standing position without assistance.	II	
	2.5 And level off.	II	
	2.6 And level off and swim.	II	
Into Chest-Deep Water	3. To demonstrate entry into chest-deep water, the student will jump into the water.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3.1 From a squatting position with assistance.	II	
	3.2 From a squatting position without assistance.	II	
	3.3 From a standing position with assistance.	II	
	3.4 From a standing position without assistance.	II	
	3.5 And level off.	II	
	3.6 And level off and swim.	II	
Into Deep Water	4. To demonstrate entry into deep water, the student will jump into the water.		
	4.1 From a squatting position with assistance.	III	
	4.2 From a squatting position without assistance.	III	
	4.3 From an erect position with assistance.	III	
	4.4 From an erect position without assistance.	III	
	4.5 And level off.	III	
	4.6 And level off and swim.	III	
Entry From Standing Dive	5. To demonstrate entry from a dive, the student will enter water by:		
	5.1 Demonstrating a dive from a sitting position.	III	
	5.2 Demonstrating a dive from a kneeling position.	III	

INDIVIDUAL AND DUAL SPORTS

AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	5.3 Demonstrating a tip-in dive from a standing position.	III	
	5.4 Demonstrating a dive with a small spring.	III	
	5.5 Demonstrating a dive, level off, and swim.	III	
Entry Co-ordinated With Springboard Dive	6. To demonstrate entry from a dive, the student will enter water from a springboard dive by:		
	6.1 Demonstrating the approach, the hurdle and the takeoff on land.	IV	
	6.2 Demonstrating the approach, the hurdle, and the takeoff followed by a feet-first entry into the water.	IV	
	6.3 Demonstrating the approach, the hurdle, and the takeoff followed by a front dive.	IV	
Breath Control and Bobbing	7. To demonstrate breath control and bobbing, the student will:		
	7.1 Hold breath and place face in water with assistance.	II	
	7.2 Hold breath and place face in water without assistance.	II	
	7.3 Hold breath and submerge head with assistance.	II	
	7.4 Hold breath and submerge head without assistance.	II	
	7.5 Hold breath and submerge with eyes open.	II	
	7.6 Place face in water and exhale with assistance.	II	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	7.7 Place face in water and exhale without assistance.	II	
	7.8 With face out of water, inhale small amount of air, hold 3-5 seconds, and exhale through nose. Repeat rhythmically.	II	
	7.9 Take a small amount of air through the mouth, submerge, hold air for 3-5 seconds, and exhale slowly through the nose rhythmically in shallow water.	II	
	7.10 Take a small amount of air through the mouth, submerge, hold air for 3-5 seconds, and exhale slowly through nose, repeat rhythmically in chest-deep water.	III	
	7.11 Take a small amount of air through the mouth, submerge, hold air for 3-5 seconds, and exhale slowly through nose, repeat rhythmically in deep water.	IV	
Buoyancy Jellyfish Float	8. To demonstrate the jellyfish float, the student will:		
	8.1 Hold breath, place face in water, touch knees with the hands, lift feet from the bottom, float and then recover. All of this is done with assistance.	II	
	8.2 Hold breath, place face in water, touch knees with the hands, lift feet from the bottom, float and then recover. All of this is done without assistance.	II	
Prone Float	9. To demonstrate the prone float, the student will:		

INDIVIDUAL AND DUAL SPORTS

AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	9.1 From a jellyfish float position, slowly extend the arms forward and the legs back, return to the original position and recover. All of this is done with assistance.	II	
	9.2 From a jellyfish float position, slowly extend the arms forward and the legs back, return to the original position, and recover. All of this is done without assistance.	II	
Supine Float	10. To demonstrate the supine float, the student will:		
	10.1 Lie on back with the body extended, arms overhead, chin up, ears under water and recover, all done with assistance.	II	
	10.2 Lie on back with the body extended, arms overhead, chin up, ears under water and recover, all done without assistance.	II	
Turning Over	11. To demonstrate turning over, the student will:		
	11.1 Float on back, roll to a prone position and recover.	III	
	11.2 Prone float, roll over to back, and recover.	IV	
Locomotion Prone Glide and Prone Glide with Kick	12. To demonstrate locomotion using a prone glide, the student will:		
	12.1 Place face in water, push off, extend body fully, and glide as far as possible without the use of arms or legs, and then recover.	II	

INDIVIDUAL AND DUAL SPORTS

AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	12.2 Place face in water, push off, extend body fully, and glide as far as possible without the use of arms or legs, and then recover. Done with a flutter kick.	II	
Change of Directions	13. To demonstrate locomotion using a change of direction, the student will:		
	13.1 Swim forward, turn to the left, and continue swimming.	II	
	13.2 Swim forward, turn to the right, and continue swimming.	II	
Treading and Changing Positions	14. To demonstrate locomotion by treading and changing positions, the student will:		
	14.1 Demonstrate an effective arm movement for treading.	II	
	14.2 Demonstrate an effective leg movement for treading.	II	
Underwater Swimming and Surface Diving	15. To demonstrate underwater swimming and surface diving, the student will:		
	15.1 Submerge, open eyes, and recover objects off of the bottom while in shallow water.	II	
	15.2 Submerge, push off onto the front with the body fully extended, and glide.	II	
Supine Glide with Kick	16. To demonstrate supine glide and supine glide with kick, the student will:		
	16.1 Place ears in water, push off, extend body fully, glide, and recover.	III	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	16.2 Place ears in water, push off, extend body fully, glide, push off, and recover. Done with a flutter kick.	III	
Combined Stroke on Back	17. To demonstrate combined stroke on the back, the student will:		
	17.1 Demonstrate a back glide with finning or sculling with assistance.	III	
	17.2 Demonstrate a back glide with finning or sculling without assistance.	III	
Treading and Changing Positions	18. To demonstrate treading and changing positions, the student will:		
	18.1 Demonstrate leg and arm movements for treading.	III	
	18.2 Tread, level off onto back, and return to treading position.	III	
	18.3 Tread, level off onto front, and return to treading position.	III	
	18.4 Tread, level off onto back and swim.	IV	
	18.5 Tread, level off onto front and swim.	IV	
Underwater Swimming and Surface Diving	19. To demonstrate underwater swimming and surface diving, the student will:		
	19.1 Submerge, push off onto the front with the body fully extended and demonstrate an effective kick.	III	
	19.2 Submerge, push off onto the front with the body fully extended and demonstrate an effective arm action.	III	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	19.3 Submerge, push off onto the front with the body fully extended and demonstrate an effective combined arm and leg action.	III	
	19.4 Demonstrate a handstand in shallow water or a porpoise dive followed by underwater swimming.	III	
	19.5 Demonstrate a feet-first surface dive.	III	
	19.6 Demonstrate a feet-first surface dive, level off and swim under water.	III	
	19.7 Demonstrate one method of equalization of pressure while swimming under water.	III-IV	
	19.8 Demonstrate a tuck surface dive.	IV	
	19.9 Demonstrate a tuck surface dive followed by underwater swimming.	IV	
	19.10 Demonstrate a pike surface dive.	IV	
	19.11 Demonstrate a pike surface dive and underwater swimming.	IV	
STROKES AND TURNS			
Front Crawl	20. Demonstrate the front crawl in a style characterized by: a. Good body position as related to the student's body type. 1) A flat body position with arms and legs extended. 2) Water line approximately at the middle of the forehead.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. An efficient arm action. 1) Entry in line with the shoulder and the elbow held higher than the hand. 2) The hand passes under the body and the palm continues to push backward as the elbow draws closer to the trunk		
	c. An efficient flutter kick. 1) Action that originates at the hip. 2) Flexibility of the ankles and feet.		
	d. Efficient rhythmic breathing. 1) Exhalation through the mouth and nose and inhalation through the mouth. 2) Inhalation occurring as the arm on the breathing side starts the last half of the press backwards. 3) Rotation of the head to the side.		
	e. An efficient coordinated stroke. 1) The downward beat of one leg coinciding with the arm on the opposite side. 2) Forward motion that is smooth and constant.		
	The student will:		
	20.1 Swim 10 yards.	II	
	20.2 Swim 25 yards.	III	
	20.3 Swim 35 yards.	IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Elementary Backstroke	21. To demonstrate the elementary backstroke in a style characterized by: a. A good body position as related to the student's type. 1) Arms extended at the sides and legs fully extended. 2) A supine horizontal position with the head submerged to about the level of the ears. b. An efficient arm action. 1) The hands and elbows remaining close to the body as they are drawn to shoulder height. 2) A full arm extension as the arms and hands pull below the surface. c. An efficient inverted breaststroke kick. 1) Heels dropping directly below the knees and the feet are pointed to the side. 2) The thrust being made backward and upward as the inside of the lower leg and foot is pressing back against the water. d. An efficient breathing process. 1) Inhalation occurring during the recovery. 2) Exhalation during the positive action of the arms and legs. e. Efficient coordination. 1) Simultaneous arm and leg action. 2) A glide dependent on the individual's body type. The student will:		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	21.1 Swim 15 yards.	II	
	21.2 Swim 25 yards.	III	
	21.3 Swim 35 yards.	IV	
Breaststroke	22. To demonstrate the breaststroke in a style characterized by:		
	a. A good body position as related to the student's type. 1) A streamline prone horizontal position with the back flat. 2) The head positioned so the water is at about eyebrow level.		
	b. An efficient arm action. 1) Elbows held high with the palms not going beyond the elbows. 2) The arms press backward toward the chest and the arms are brought together in a rounded motion and recovered.		
	c. An efficient breaststroke kick. 1) Heels being drawn to a point almost over the knees so the feet are rotated in order for the toes to point to the side. 2) The sole, instep, and inside of the calf will be pressing almost directly backward against the water.		
	d. Efficient breathing. 1. Inhalation occurring by hyperextending the neck so that the mouth just clears the water surface. 2) Exhalation occurs during the extension and glide.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	e. Efficient coordination. 1) A sequence of "pull, breathe, kick, glide." 2) A glide dependent on the individual's body type.		
	The student will:		
	22.1 Swim 15 yards.	II	
	22.2 Swim 25 yards.	III	
	22.3 Swim 35 yards.	IV	
Sidestroke	23. To demonstrate the sidestroke in a style characterized by:		
	a. Good body position as related to the student's body type. 1) The body in a side horizontal position with the back flat, legs fully extended. 2) The lower arm fully extended below the surface and beyond the head, and the upper arm extended along the side with the hand at the thigh.		
	b. An efficient arm action. 1) The arms kept close to the body to minimize resistance. 2) The lower arm flexing at the elbow so that the palm and inside of the arm start pressing backwards almost directly toward the feet. 3) The upper arm being drawn to a point approximately in front of the shoulder so the press can be made directly backward.		
	c. An efficient scissors kick. 1) The recovery starting by		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	flexing the hips, knees, and ankles while keeping the heels in line with the back. 2) The calf of the top leg pressing backwards and finishing as the ankle extends to the center line. 3) The lower leg straightening at the knee as the instep presses vigorously inward and backward.		
	d. Efficient breathing. 1) Maintaining a proper head position so that free breathing will result.		
	e. Efficient coordination. 1) Simultaneous movement of the top arm and legs in the positive action recovery. 2) The lower arm starting the positive action as the top arm and legs recover. 3) A glide dependent on body type.		
	The student will:		
	23.1 Swim 15 yards	II	
	23.2 Swim 25 yards.	III	
	23.3 Swim 35 yards.	IV	
Turns	24. To demonstrate the ability to turn in a style characterized by: a. A front touch turn. 1) Contact with the hand closest to the wall. 2) Compact tuck of the body to help rotate it in the direction of the free arm.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3) An underwater extended glide followed by appropriate leg and arm action.		
	b. A back touch turn. 1) Contact with the hand closest to the wall. 2) Compact tuck of the body to help rotate it in the direction of the hand placed on the wall. 3) An underwater extended glide followed by appropriate leg and arm action.		
	c. A sidestroke turn. 1) Contact of the wall with the lead arm. 2) The entire turn being executed as described for the front touch turn. 3) A glide followed by a rotation to the desired side.		
	The student will:		
	24.1 Perform 1 front touch turn in three attempts.	II	
	24.2 Perform 1 front touch and one back touch in 3 attempts respectively.	III	
	24.3 Perform all 3 turns in 3 attempts respectively.	IV	
Survival Swimming and Floating	25. To demonstrate survival floating as characterized by:		
	a. Minimal expenditure of energy.		
	b. Appropriate leg and arm action as related to body type.		
	c. Individualized rhythmic breathing pattern.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. A visual check of position when inhaling.		
	e. The ability to perform the skill with the loss of one or more body parts.		
	The student will:		
	25.1 Float in the survival position for 5 minutes.	II	
	25.2 Float in the survival position for 5 minutes without using one arm for assistance.	III-IV	
Disrobing and Inflation of Clothes	26. To demonstrate disrobing and inflation of clothes, the student will:		
	26.1 Swim under water for 30 seconds fully clothed.	III-IV	
	26.2 Swim on top of the water by using strokes that employ underwater recovery for 1 minute.	II-III IV	
	26.3 Use survival floating technique while systematically disrobing in a sequential order garments that include shoes, pants, shirts, and socks.	III-IV	
	26.4 Survival float or swim while inflating a shirt.	III-IV	
	26.5 Survival float or swim while inflating a pair of pants.	III-IV	
Personal Floatation Devices	27. To demonstrate the use of personal floatation devices for survival, the student will:		
	27.1 Put on a PFD on land within 3 attempts.	II	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	27.2 Put on a PFD in shallow water within 3 attempts.	II-III IV	
	27.3 Do a shallow water test to determine if the PFD will support the individual.	II-III IV	
	27.4 Jump into shallow water with a PFD on.	II-III IV	
	27.5 Jump into shallow water without a PFD and put it on within 2 attempts.	II-III IV	
	27.6 Perform a collar tow while wearing a PFD within 3 attempts.	III-IV	
	27.7 In chest-deep water swim on the side or back with a PFD on for 15 yards.	III-IV	
	27.8 In deep water jump in without a PFD, put it on, swim on the side or back for 25 yards, within 3 attempts.	IV	
WATER SAFETY			
Non-Swimming Rescue	28. To demonstrate non-swimming rescue techniques, the student will:		
	28.1 Perform arm and leg extension in a style characterized by: a) Keeping weight low and slanted backwards when applicable. b) Maintaining a firm position within 3 attempts.	II-III IV	
	28.2 Extend a pole, a towel, a shirt, or other improvised equipment in a style characterized by:	II-III IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a) Keeping weight low and slanted backward when applicable. b) Maintaining a firm grip and position.		
	28.3 Within 3 attempts, wade out to assist an individual with an 8-foot rope or an 8-foot pole, alone, in a style characterized by: a) Remaining in shallow to chest-deep water. b) Keeping weight low and slanted backwards. c) Avoiding personal contact with victim. d) Maintaining eye contact and talking calmly to victim.	II-III IV	
	28.4 Perform proper method of using a ring buoy, heaving line, or heaving jug to assist an individual in need of help in a style characterized by: a) Keeping the instep of the foot on the end of the rope throughout the process. b) A steady hand-over-hand, pulling action. c) Throwing the ring buoy, heaving line, or heaving jug to the side and past the victim. d) Keeping the weight low and slanted backward when pulling the victim in.	II-III IV	
Cramps	29. To demonstrate the ability to release a cramp, the student will:		
	29.1 Swim 15 feet, feint a leg cramp, change strokes from a front crawl to a side stroke.	II	
	29.2 Swim 15 feet using a front crawl, feint a leg cramp, change strokes to a side stroke.	II	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	29.3 Swim 15 feet using a front crawl, feint a leg cramp, change to a survival float while relaxing and rubbing and kneading affected leg with head submerged for 30 seconds.	III	
	29.4 Swim 15 feet, feint leg cramp, stop, stretch affected leg.	IV	
Hypothermia	30. To demonstrate water safety related to hypothermia, the student will:		
	30.1 Within 3 attempts assume the heat escape lessening position (HELP) with a PFD in a style characterized by: a) The arms held close to the sides of the body and the knees drawn into the chest. b) Minimal movement.	IV	
	30.2 Assume a huddling position with the usage of PFD's in close body contact with 4 group members within 3 attempts.	IV	
FIRST AID RELATED TO AQUATICS			
Respiratory Emergencies	31. To demonstrate performance in respiratory emergency techniques, the student will perform the following skills as indicated within 3 attempts respectively:		
	31.1 Demonstrate mouth-to-mouth resuscitation characterized by: a) An open airway. b) An adequate seal on the mouth and nose. c) The correct rhythm dependent upon the age and size of the victim.	II-III IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	31.2 Demonstrate mouth-to-nose resuscitation characterized by: a) An open airway. b) An adequate seal on the nose. c) The correct rhythm dependent upon the age and size of the victim.	II-III IV	
	31.3 Demonstrate mouth-to-stoma resuscitation characterized by: a) Determining whether or not the laryngectomy is partial or complete. b) Blocking off and opening appropriate airways. c) Following the same general procedure as indicated for mouth-to-mouth resuscitation.	IV	
	31.4 Demonstrate chest pressure-arm lift characterized by: a) Correct placement of the hands. b) Correct application of force in deflating and inflating the lungs. c) The correct rhythm pattern dependent upon the age and size of the victim.	II-III IV	
General Aquatic First Aid	32. To demonstrate general aquatic first aid, the student will perform the following skills as indicated within 3 attempts respectively:		
	32.1 Bleeding a) Apply direct pressure and elevation. b) Stop bleeding by use of the appropriate pressure points. c) Apply a dressing and secure it.	II-III IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	32.2 Shock a) Position the victim for treatment of shock in relation to the victim's injury. b) Apply appropriate coverage of the victim dependent upon weather conditions.	III-IV	
	32.3 Spinal injuries a) Demonstrate the proper usage of a backboard characterized by: 1) Minimal movement of the victim. 2) Correct backboard placement. 3) Securing the victim properly. 4) Lifting and transporting properly when necessary.	III-IV	
Knowledge of Entry Skills	33. To demonstrate knowledge of entry skills of aquatics, the student will:		
Mechanical Principles	33.1 Explain the effects of water pressure in regard to the breathing process.	II-III IV	
	33.2 Compare the relationship of breath control and bobbing.	III-IV	
	33.3 Describe good body position as it relates to buoyancy.	II-III IV	
	33.4 Discuss the importance of equalization of pressure.	III-IV	
Techniques	33.5 Describe body position in executing an effective front dive.	III-IV	
	33.6 Explain the importance of opening the eyes while swimming.	III-IV	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	33.7 List the main points involved in the flutter kick in the prone and supine positions.	III-IV	
	33.8 Discuss ways to remain underwater while surface diving and swimming.	III-IV	
Knowledge of Strokes	34. To demonstrate knowledge of strokes associated with swimming, the student will:		
Techniques	34.1 Describe body position, arm action, breathing and coordination in the front crawl, elementary backstroke, breaststroke, and side stroke.	III-IV	
Mechanical Principles	34.2 Discuss the mechanical principles and physical laws related to the front crawl, elementary backstroke, breaststroke, and sidestroke.	IV	
Benefits of Swimming	35. To demonstrate an understanding of the benefits of swimming, the student will:		
Purposes of Different Strokes	35.1 Recognize the purpose of the front crawl, elementary backstroke, breaststroke, and sidestroke.	III-IV	
Knowledge of Survival Swimming	36. To demonstrate a knowledge of survival swimming, the student will:		
	36.1 State the major advantages of survival floating for one's own personal safety.	II-III IV	
	36.2 Select an appropriate PFD in relation to body type.	II-III	
	36.3 List criteria to use in checking the condition of a PFD.	III-IV	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	36.4 State basic laws in Louisiana regarding the use of PFD's.	III	
Water Safety	37. To demonstrate a knowledge of water safety, the student will:		
Equipment	37.1 Name equipment that should be available in a safe aquatic environment.	II-III IV	
	37.2 Describe how this equipment is to be properly used.	III-IV	
Non-swimming Rescues	37.3 Identify the appropriate non-swimming means to rescue individuals in various hypothetical situations.	III-IV	
	37.4 Describe situations that would necessitate a wading assist versus a non-wading assist.	III-IV	
	37.5 Discuss reasons why a swimming rescue should not be made by an untrained rescuer.	III-IV	
	37.6 List improvised equipment that could be used in rescuing a drowning individual.	II-III IV	
	37.7 List main points involved in making a reaching assist, a throwing assist, and a wading assist.	IV	
Hazards in the Aquatic Environment	38. To demonstrate knowledge of the hazards in the aquatic environment, the student will:		
Car Rescues	38.1 Describe the characteristics of submerged vehicles.	II-III IV	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	38.2 Discuss escape and self-rescue.	II-III IV	
	38.3 Discuss rescue from outside the vehicle.	IV	
Hypothermia	38.4 Define the term hypothermia.	III-IV	
	38.5 Discuss the importance of not disrobing in the water and the necessity of minimal movement.	III-IV	
	38.6 Describe the effect that body type and water temperature have on survival time.	III-IV	
	38.7 Identify ways in which one can increase survival time in hypothermic water.	III-IV	
	38.8 Describe appropriate after-care measures in the treatment of hypothermic victims.	III-IV	
Cramps	38.9 Name conditions which may increase the liklihood of cramps.	III-IV	
	38.10 Discuss the importance of remaining calm when releasing a cramp.	II-III IV	
Currents	38.11 Discuss the importance of not fighting a current.	II-III IV	
	38.12 Identify what procedure to follow when caught in an undertow or rip current.	II-III IV	
Weeds	38.13 Describe the procedure to use when entangled in weeds.	II-III IV	
Hyperventilation	38.14 Define hyperventilation.	III-IV	
	38.15 Discuss the dangers of hyperventilation.	II-III IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Panic	38.16 Define panic.	II-III IV	
	38.17 Discuss the dangers of panic.	II-III IV	
	38.18 Name conditions that may cause an individual to panic.	II-III IV	
Exhaustion	38.19 Define exhaustion.	II-III IV	
	38.20 Discuss ways to avoid exhaustion.	II-III IV	
	38.21 Describe procedures to employ in	II-III IV	
Waves	38.22 Describe the dangers associated	II-III IV	
	38.23 Discuss procedures to use for personal safety in such a situation.	II-III IV	
Safety Precautions and Rules	39. To demonstrate knowledge of safety practices and rules related to water safety, the student will:		
Personal Water Safety	39.1 List personal water safety rules.	II-III IV	
	39.2 Discuss the importance of these rules.	II-III IV	
Safety at Pools	39.3 List rules.	II-III IV	
	39.4 Discuss the importance of these rules.	II-III IV	
Safety at Ponds and Lakes	39.5 List rules.	II-III IV	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	39.6 Discuss the importance of these rules.	II-III IV	
Safety at Beaches	39.7 List rules.	II-III IV	
	39.8 Discuss the importance of these rules.	II-III IV	
Knowledge About Swimming First Aid	40. To demonstrate knowledge about swimming first aid, the student will:		
Respiratory	40.1 Define respiratory emergency and respiratory failure.	III-IV	
	40.2 List causes of respiratory failure.	III-IV	
	40.3 Name signs or symptoms that indicate lack of oxygen.	II-III IV	
	40.4 Describe the breathing process.	II-III IV	
	40.5 State advantages of direct methods of resuscitation over the chest pressure-arm lift.	III-IV	
	40.6 Compare resuscitation methods that may be employed by an adult versus a child.	III-IV	
	40.7 Discuss causes of drowning.	II-III IV	
First Aid	40.8 Explain supplemental care for a revived victim.	III-IV	
Bleeding	40.9 Describe the sequence of first aid measures to follow in the treatment of bleeding.	II-III IV	
	40.10 Locate the pressure point areas.	III-IV	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Shock	40.11 List signs and symptoms of shock.	II-III	
	40.12 Explain what occurs to the body during shock.	III-IV	
	40.13 Describe body position of the victim in reference to injury.	III-IV	
Spinal Injuries	40.14 Discuss situations which might result in spinal and neck injuries.	II-III IV	
	40.15 Describe the procedure used in turning a victim to a supine position in the water.	III-IV	
	40.16 List things to avoid when making a backboard rescue.	III-IV	
	40.17 Describe first aid procedures needed and at what point in the rescue.	III-IV	
	40.18 Explain when the victim is to be lifted and transported.	III-IV	
First Aid Kit and Supplies	40.19 Explain the necessity of a first aid kit.	III-IV	
	40.20 List basic supplies and materials to be included in a first aid kit.	IV	
Burns	40.21 Classify and define the different degrees of burn as related to an aquatic environment.	IV	
	40.22 Describe procedures to be followed for sunburn.	II-III IV	
Heatstroke, Heat Cramps, Heat Exhaustion.	40.23 Define heatstroke, heat cramps and heat exhaustion.	III-IV	
	40.24 List the signs and symptoms of each.	IV	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	40.25 Discuss the causes of each of these 3 terms.	III-IV	
	40.26 Describe basic first aid procedures to be employed for each.	IV	
Attitude Toward Swimming	41. To demonstrate a positive attitude toward swimming, the student will:		
Learning	41.1 Demonstrate a willingness to enter the water.	II-III IV	
	41.2 Assist others in skill learning.	II-III IV	
	41.3 Maintain emotional composure in learning swimming skills.	II-III IV	
	41.4 Develop an individual endurance swimming program.	IV	
Aesthetic Value of Swimming	41.5 View a swimming film or event to gain an application of the aesthetic value of higher levels of swimming.	III-IV	
Safety	41.6 Restrain from rough play in or around the water.	II-III IV	
	41.7 Restrain from dangerous underwater swimming practices.	II-III IV	

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TOPIC	SUGGESTED ACTIVITIES
Entries	1. Students sit on pool edge and splash water on body, pretending they are bathing. 2. Students jump through hoops placed in the water. 3. Hold a pole by edge of pool for student to jump over in learning to do a standing spring dive. 4. Student is to dive through hoop placed in water. 5. Student is to jump through hoop placed in the water.
Breath Control and Bobbing	1. Students submerge and pretend that they are blowing out candles. 2. Students count fingers of partner to open eyes while face is in water.
Buoyancy	1. Students pretend there is a string attached to his/her navel and to an air balloon overhead. It "holds them up" in the water and causes them to arch the back slightly. 2. Students have competition to see who can float the longest. 3. Students view a teacher demonstration on the effects of different body positions in regard to buoyancy. 4. Students pretend they are doing a low roll when turning over in the water.
Glide	1. Students use a kick board to perform prone glide with a kick. 2. Students have a contest to determine who can glide the farthest. 3. Students change directions by pretending they are putting their arm out for a signal. (ex: Put out left arm to turn left.) 4. Have students have a contest to see who can glide the farthest on his back.
Treading Water	1. Students hold onto the edge of the pool and work just the legs and one arm for treading water. 2. Have students tell stories, jokes and/or sing while treading water. 3. Have students tread with only the leg motion, wrists out of the water.
Strokes and Turns	1. Students view a film on strokes. 2. Students view live aquatic competition or assist at such an event.
Survival Swimming	1. Students view film on survival swimming. 2. Students listen to a presentation by the U. S. Coast Guard on the use of personal floatation devices. 3. View a film on survival swimming.

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TOPIC	SUGGESTED ACTIVITIES
Water Safety	1. Students view film on non-swimming rescues. 2. Students read articles pertaining to hazards in the aquatic environment. 3. Students relate stories about individuals who have experienced hazards in the aquatic environment. 4. Students find out, write down, and discuss safety rules specific to the facility where they swim. 5. Students create bulletin boards, posters, or slogans pertaining to safety rules for various aquatic environments. This may be done in the form of a contest. 6. Have students read articles and write or verbally make report(s) on hazards in the aquatic environment.
First Aid	1. Students view films on first aid and respiratory emergencies. 2. Students practice various forms of resuscitation on mannequins and/or on individuals through simulation. 3. Students complete a puzzle relating to first aid and respiratory emergencies in the aquatic environment. 4. Students make a first aid kit for an aquatic environment. 5. Students view a demonstration on proper use of the backboard. 6. Given hypothetical emergency situations, students demonstrate proper first aid techniques.
Underwater	1. Have a treasure hunt (coins thrown into different depths) to practice surface dives and underwater swimming.
Treading Water	1. Have students tread with only the leg motion, wrists out of the water.
Attitude	1. Have students keep a group record of laps swam and record the progress on waterways on a map.

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GYMNASTICS - STUNTS AND TUMBLING

ACTIVITY CONTENT OUTLINE

I. Skill Development

A. Tumbling - Floor Exercise
1. Rolls
   a. Basic forward roll
   b. Egg roll
   c. Log roll
   d. Shoulder roll forward
   e. Shoulder roll backward
   f. Backward roll
   g. Dive forward roll
   h. Forward roll step-out
   i. Straddle back roll
   j. Piked back roll
   k. Back roll extension
   l. No-hand forward roll
   m. Straddle forward roll
   n. Back roll extension lower to Chest roll
2. Balances
   a. Tripod
   b. Scale
   c. Front attitude
   d. Supported V-seat
   e. Lunge
   f. Headstand-bent leg from squat or tripod
   g. Handstand-momentary
   h. V-seat
   i. Frog stand (tip up)
   j. Straight leg lift to headstand and forward roll out
   k. Handstand and forward roll out
   l. Handstand
   m. Forearm stand
   n. Handstand pirouette
3. Turns, jumps, and other movements
   a. Cartwheel
   b. Chasse' forward
   c. Side chasse'
   d. Front swing turn
   e. Stride leap
   f. Arch jump
   g. Tuck jump

    h. Jump half-turn
    i. High bridge
    j. Side cartwheel
    k. Mule kick
    l. Fouette'
    m. Swedish fall
    n. Cat leap
    o. Jump - full turn
    p. Stag jump
    q. Front limber
    r. Back limber
    s. Back walkover
    t. Front walkover
    u. Roundoff
    v. Head spring
    w. Neck spring
    x. Single leg circles
    y. Front handspring
    z. Back handspring
    aa. Standing back somersault

B. Individual Stunts
  1. Coffee grinder
  2. Stork stand
  3. Crab walk
  4. Rooster walk
  5. Lame dog
  6. Heel click
  7. Through-the-foot
  8. Inch worm
  9. Seal walk

C. Dual Stunts
  1. Stunts
    a. Wheelbarrow
    b. Chinese get-up
    c. Partner pull-up
  2. Rolls
    a. Double forward roll (Eskimo roll)
    b. Double backward roll
  3. Balances
    a. Knee and shoulder balance
    b. Thigh stand (facing each other)
    c. Thigh stand (facing the same way)

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ACTIVITY CONTENT OUTLINE

- d. Swan on feet
- e. Seat on feet
- f. Chest stand
- g. Shoulder stand
- h. Stand in hands
- i. L-support on feet
- j. Low arm-to-arm
- k. Low hand-to-hand

D. Pyramids
  1. Regular 2-high
  2. Crab 2-high

E. Rope Activities
  1. Climb rope using hands and feet
  2. Climb rope with hands only
  3. Inverted hang-legs on rope

F. Spotting; Safety
  1. Spotting technique

II. Knowledge

A. Safety Principles

B. Terminology

C. Skill Identification

III. Attitudes

A. Safety

B. Aesthetics and Self-image

C. Cooperation In Spotting

GYMNASTICS - STUNTS AND TUMBLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
TUMBLING Forward Roll	1. To demonstrate the forward roll in a style characterized by:		
	a. Squat with arms outside legs and place hands on mat 6 to 8 inches in front of feet.		
	b. Hands should be shoulder-width apart, fingers spread and thumbs in.		
	c. Lift hips, put chin on chest, and weight on arms.		
	d. Push with feet, tuck, land on back of neck and shoulders.		
	e. Grasp shins, roll like ball, hold position and come to a squat position.		
	f. Continue to stand.		
	The student will:		
	1.1 Execute a forward roll in 3 attempts.	4-6	
Egg Roll	2. To demonstrate an egg roll in a style characterized by:		
	a. Lie on mat.		
	b. Pull knees up to chest.		
	c. Lower head to knees and clasp hands around knees.		
	d. Roll down mat sideways.		
	The student will:		
	2.1 Execute an egg roll in three attempts.	3 4	Introduce Test

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GYMNASTICS - STUNTS AND TUMBLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Log Roll	3. To demonstrate the log roll in a style characterized by: a. Lie on back at one end of mat with legs straight and together. b. Keep arms straight, with hands clasped overhead. c. Roll sideways to other end of the mat.		
	The student will:		
	3.1 Execute a log roll, continuing for three revolutions in three attempts.	3 4	Introduce Test
Backward Roll	4. To demonstrate the backward roll in a style characterized by: a. Squat, back to mat, chin on chest, hands on shoulders with palms up and fingers pointed backwards, and thumbs at base of neck. b. Roll backward in a ball, place hands on mat, and keep chin down. c. As hips move over head, push up hard with hands to clear head from mat. d. Lift head and complete movement to feet.		
	The student will:		
	4.1 Execute a backward roll in three attempts.	4-6-8	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Diving Forward Roll	5. To demonstrate diving forward roll in a style characterized by:		
	a. Leaving feet before touching hands to mat.		
	b. Hands overhead, body slightly bent.		
	c. Knees slightly bent.		
	d. Dive to mat catching body with palms.		
	e. Execute basic forward roll.		
	The student will:		
	5.1 Execute a diving forward roll in three attempts.	III	
Backward Roll Extension	6. To demonstrate a backward roll extension in a style characterized by:		
	a. Execute a proper backward roll.		
	b. As feet come over head, push upward with arms and extend legs to within 30 degrees of vertical.		
	c. Pike and come to standing position.		
	The student will:		
	6.1 Execute a backward roll extension in three attempts.	IV	
Tripod	7. To demonstrate a tripod in a style characterized by:		
	a. From a kneeling position, place		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	hands on mat, shoulder-width apart.		
	b. Bend elbows and spread fingers		
	c. Place head on mat in front of hands to form triangular base.		
	d. Lift hips by extending legs.		
	e. Place right knee on right elbow.		
	f. Place left knee on left elbow.		
	The student will:		
	7.1 Execute a tripod and balance for three seconds in three attempts.	3 4	Introduce Test
Scale	8. To demonstrate a front scale in a style characterized by:		
	a. Stand, arms extended outward to side.		
	b. Extend one leg backward until parallel to floor.		
	c. Eyes forward.		
	d. Both legs straight.		
	e. Back at or above horizontal.		
	f. Leg no lower than 45 degrees below horizontal.		
	The student will:		
	8.1 Execute a scale in 3 attempts.	3 4-6	Introduce Test
Front Attitude	9. To demonstrate the front attitude in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Stand on two feet.		
	b. Lift one foot to rear while bending knee.		
	c. Keep body erect, arch back.		
	d. Arm on side of support leg outward to side at shoulder height.		
	e. Other arm rounded and held over head.		
	The student will:		
	9.1 Execute a front attitude balance in three attempts.	II	
V-Seat Support	10. To demonstrate a V-Seat with hand support in a style characterized by:		
	a. Sit on mat with legs together.		
	b. Elevate legs so they form a "V" with trunk.		
	c. Keep hands on floor behind body for support.		
	The student will:		
	10.1 Execute a V-Seat Support in 3 attempts.	4	
Lunge	11. To demonstrate a lunge in a style characterized by:		
	a. Start in standing position.		
	b. Step forward on one foot as far as possible.		
	c. Knee directly over instep.		

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GYMNASTICS - STUNTS AND TUMBLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Leg straight.		
	e. Other foot stationary.		
	The student will:		
	11.1 Execute a lunge in 3 attempts.	4	
Headstand	12. To demonstrate a headstand in a style characterized by:		
	a. Starting from a squatting position.		
	b. Form triangular base of support with hands and head (tripod).		
	c. Kick up to tuck position with hips over base.		
	d. Extend legs slowly.		
	The student will:		
	12.1 Execute a headstand and hold momentarily.	6	
	12.2 Execute a headstand and hold for three seconds.	8	
Handstand	13. To demonstrate a handstand in a style characterized by:		
	a. Begin standing with arms extended over head.		
	b. Step forward on one foot, reach forward to mat, other leg extended.		
	c. Kick extended leg up then kick support leg up until in vertical position.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Hips and shoulders over hands, feet together.		
	The student will:		
	13.1 Execute a handstand and hold momentarily.	8	
	13.2 Execute a handstand and hold for three seconds.	IV	
V-Seat	14. To demonstrate a V-Seat in a style characterized by:		
	a. Sit on mat with legs together.		
	b. Elevate legs so they form a "V" with trunk.		
	c. Arms extended to side.		
	The student will:		
	14.1 Execute a V-Seat and hold for two seconds.	8	
Frog Stand (Tip Up)	15. To demonstrate the frog stand (tip up) in a style characterized by:		
	a. Squat down on mat and place hands flat, fingers pointing forward.		
	b. Elbows inside and against inner part of knees.		
	c. Lean forward using leverage of elbows against knees.		
	d. Balance on hands.		
	The student will:		

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GYMNASTICS - STUNTS AND TUMBLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	15.1 Execute a frog stand (tip up) and hold for two seconds.	III	
Headstand - Roll Out	16. To demonstrate a straight leg lift to a headstand and forward roll out to feet in a style characterized by:		
	a. Begin in a prone position, hands placed under shoulders on mat.		
	b. Place head on mat to form triangle with hands (tripod).		
	c. Pull hips toward base until in piked position with legs straight, hips over base.		
	d. Extend hips until legs are straight over base.		
	e. Roll hips forward, tuck head and place back of shoulders on mat.		
	f. Execute forward roll to feet.		
	The student will:		
	16.1 Execute a straight leg lift to headstand, hold momentarily, forward roll out to feet.	IV	
Handstand - Forward Roll	17. To demonstrate a handstand with a forward roll in a style characterized by:		
	a. Begin by executing proper handstand.		
	b. Get balance.		
	c. Bend arms slowly, flex hips to pike position.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Tuck head and place shoulders on mat and execute a forward roll to feet.		
	The student will:		
	17.1 Execute a handstand, hold momentarily, continue with forward roll to feet.	IV	
Cartwheel	18. To demonstrate a front cartwheel in a style characterized by:		
	a. Stand, arms extended over head.		
	b. Step sideways with left foot.		
	c. Throw weight to left side and place left hand on mat close to left foot.		
	d. Bring right arm down to mat followed by right leg.		
	e. Push off with left leg and bring both legs over arms.		
	f. Momentarily balance on both hands, arms and legs separated like spokes of wheel.		
	g. Continue over until right foot hits mat and end standing.		
	The student will:		
	18.1 Execute a cartwheel with legs passing over head within 45 degrees of vertical in three attempts.	4-6	
	18.2 Execute a cartwheel with legs passing over head in vertical position.	8	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - STUNTS AND TUMBLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Chasse' Forward	19. To demonstrate a forward chasse' (gallop) in a style characterized by: a. Standing position. b. Arms extended to side. c. Cross legs. d. With toe of back foot touching outside of the center of front foot. e. Bend both knees. f. Jump up and reverse feet positions. g. Land without losing balance. The student will:		
	19.1 Execute a forward chasse' 3 times.	II	
Front Swing Turn	20. To demonstrate a front swing turn in a style characterized by: a. Standing position - arms extended to side. b. Weight on one foot - extend other leg backward within 45 degrees of horizontal. c. Bend from waist forward - keep leg extended backward. d. Rotate hips as body turns to 180 degrees. e. Keep balance. The student will:		

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GYMNASTICS - STUNTS AND TUMBLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	20.1 Execute a front swing turn in 3 attempts.	II	
Stride Leap	21. To demonstrate the stride leap in a style characterized by:		
	a. Standing position - arms extended to side.		
	b. Shift weight to one foot by taking a short step.		
	c. Bring other leg up with knee bent.		
	d. Push off from left leg and extend right leg.		
	e. Land on toes of right leg.		
	The student will:		
	21.1 Execute three consecutive leaps.	II	
Arch Jump	22. To demonstrate an arch jump in a style characterized by:		
	a. Start from standing position.		
	b. Jump up - keep legs straight.		
	c. Arch back.		
	d. Extend arm backwards.		
	e. Land with balance.		
	The student will:		
	22.1 Execute an arch jump in 3 attempts.	III	
Tuck Jump	23. To demonstrate the tuck jump in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. From standing position, jump into the air.		
	b. Bring both knees upward to head.		
	c. Head is bent forward.		
	d. Arms backward in extension.		
	The student will:		
	23.1 Execute a tuck jump in three attempts.	II	
Jump - Half Turn	24. To demonstrate jump with half turn in a style characterized by:		
	a. From standing position.		
	b. Bend knees in preparation for vertical jump.		
	c. Jump into air turning 180 degrees.		
	d. Land without falling or taking a step.		
	The student will:		
	24.1 Jump into the air executing a half rotation of the body.	II	
High Bridge	25. To demonstrate the high bridge in a style characterized by:		
	a. Lie on back with arms at side.		
	b. Put hands on ankles and draw heels close to seat.		
	c. Place palms on mat next to head.		
	d. Head up.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	e. Straighten arms, arch back.		
	f. Clear head and body off of mat supporting with arched back, hands and feet.		
	g. Feet flat on floor.		
	The student will:		
	25.1 Execute a high bridge in 3 attempts.	II	
Mule Kick	26. To demonstrate the mule kick in a style characterized by:		
	a. Squat down and place hands on mat in front of feet.		
	b. Support weight on hands and kick out with legs.		
	c. Arms act as "front legs of mule," legs act as "hind legs of mule."		
	d. On kick, legs should be extended at least 45 degrees of vertical.		
	The student will:		
	26.1 Execute a mule kick in 3 attempts.	4-6	
Cat Leap	27. To demonstrate a cat leap in a style characterized by:		
	a. Stand with feet together.		
	b. Step on right foot.		
	c. Lift left leg, bent at knee.		
	d. Jump to left foot while bending and lifting the right foot.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	27.1 Execute three consecutive cat leaps in a straight line in 3 attempts.	II	
Jump with Full Turn	28. To demonstrate the ability to jump with a full turn in a style characterized by:		
	a. Stand with feet together.		
	b. Bend knees in preparation for vertical jump.		
	c. Jump into air turning 360 degrees.		
	d. Land without falling or taking a step.		
	The student will:		
	28.1 Execute a vertical jump with full turn in 3 attempts.	3 4	Introduce Test
Stag Jump	29. To demonstrate the stag jump in a style characterized by:		
	a. From standing position, leap into air using upward movement of arms for lift and balance.		
	b. Leave back leg straight.		
	c. Bend front leg until foot almost touches knee of back leg.		
	d. Land and hold balance on two feet.		
	The student will:		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	29.1 Execute a stag jump in 3 attempts.	III	
Round Off	30. To demonstrate a round off in a style characterized by:		
	a. Run on mat and take hurdle step.		
	b. Place right foot in front of mat followed by right arm as in a cartwheel.		
	c. Kick up and over as in cartwheel placing left hand on mat.		
	d. As legs reach vertical position, snap legs down to mat with quarter turn.		
	e. Face direction from which you began.		
	f. Hands must leave mat before feet touch.		
	The student will:		
	30.1 Execute a round off in three attempts.	IV	
Single Leg Circles	31. To demonstrate a single leg circle in a style characterized by:		
	a. Assume a squatting position with both hands on floor.		
	b. Left knee between arms, right leg extended to side.		
	c. Swing right leg forward under lifted right arm and under lifted left leg and arm.		
	d. Return to starting position.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	31.1 Execute three consecutive single leg circles in 3 attempts.	IV	
INDIVIDUAL STUNTS			
Coffee Grinder	32. To demonstrate the coffee grinder in a style characterized by:		
	a. Place one hand on floor and extend body with that side to floor in a leaning position.		
	b. Keeping body straight, walk around hand.		
	c. Complete 360 degree circle with supporting arm straight.		
	The student will:		
	32.1 Execute the coffee grinder making a complete circle in 3 attempts.	I	
Stork Stand	33. To demonstrate the stork stand in a style characterized by:		
	a. From a standing position, shift weight to one foot.		
	b. Place sole of other foot against the calf of the standing leg.		
	The student will:		
	33.1 Assume the stork stand and hold balance for 3 seconds.	I	
Crab Walk	34. To demonstrate the crab walk in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Squat down, reach back and put both hands on floor without sitting down. b. Keep head, neck, and body level. c. Walk without falling.		
	The student will:		
	34.1 Walk 12 feet using the crab walk.	I	
Lame Dog Walk	35. To demonstrate the lame dog walk in a style characterized by: a. Begin in a position on "all fours." b. Walk on both hands and one foot. c. The other foot is held in the air as if injured. d. Hold position while walking and do not fall.		
	The student will:		
	35.1 Walk 12 feet in lame dog position.	I	
Heel Click	36. To demonstrate the heel click stunt in a style characterized by: a. Stand with feet slightly apart. b. Jump vertically and click heels together. c. Separate feet before landing. d. Do not fall or use hand support on landing.		
	The student will:		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	36.1 Execute a heel click in 3 attempts.	II	
Seal Walk	37. To demonstrate the seal walk in a style characterized by: a. Begin in a push-up position with arms straight. b. Walk forward using arms and dragging feet.		
	The student will:		
	37.1 Walk 12 feet using the seal walk.	II	
DUAL STUNTS			
Wheelbarrow	38. To demonstrate the wheelbarrow stunt in a style characterized by: a. One partner assumes a push-up position. b. Other partner grasps his partner's legs just above ankles and lifts. c. Down partner walks forward on his hands supported by his partner or "pusher" of wheelbarrow.		
	The student will:		
	38.1 Perform both positions in a wheelbarrow and walk 12 feet without falling or losing position.	II	
Chinese Get-up	39. To demonstrate the Chinese Get-Up in a style characterized by: a. Partners sit back-to-back on mat. b Lock arms.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Pushing against each other's back, stand up.		
	d. Reversing procedure, sit down.		
	e. Must arrive simultaneously, standing or sitting.		
	f. Do not lose balance or fall.		
	The student will:		
	39.1 Execute a Chinese Get-Up in 3 attempts.	II	
Partner Pull-up	40. To demonstrate the partner pull-up in a style characterized by:		
	a. Partners sit on mat facing each other.		
	b. Knees bent, heels on floor, and toes touching partner's.		
	c. Grasp hands and pull against one another.		
	d. Come to standing position, return to floor.		
	e. Arrive simultaneously.		
	The students will:		
	40.1 Execute a partner pull-up in 3 attempts.	III	
Double Forward Roll	41. To demonstrate the double forward roll in a style characterized by:		
	a. Partner #1 lies on mat with feet in direction of roll.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Partner #2 stands with feet on either side of partner's head.		
	c. Partner #1 grabs his partner's ankles and raises his own legs to allow his partner to grab his ankles also.		
	d. Holding his partner's ankles, partner #2 leans forward and executes a forward roll.		
	e. Partner #1 sits up and as his partner continues his roll he will come to a standing position.		
	f. Repeat procedure until in original positions.		
	g. Do not release hands.		
	The students will:		
	41.1 Execute the double forward roll and return to original starting position in three attempts.	III	
Knee-Shoulder Balance	42. To demonstrate the knee-shoulder balance in a style characterized by:		
	a. Partner #1 lies on his back, knees bent, feet flat on floor.		
	b. Extend arms ready to hold shoulders of top partner.		
	c. Partner #2 stands in front of partner's knees and places his hands on partner's knees.		
	d. Partner #2 leans forward until his shoulders are in hands of partner.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	e. Partner #2 kicks up to a hand and shoulder stand.		
	f. Both students' arms should be straight.		
	The students will:		
	42.1 Assuming either position, execute a knee-shoulder stand and hold for 3 seconds.	III	
Thigh Stand	43. To demonstrate the thigh stand in a style characterized by:		
	a. Partner #1 stands in front with his back toward his support partner #2.		
	b. As partner #1 stands on his partner's thighs, support is given by partner #2 holding partner #1 by the thighs and leaning back to balance stunt.		
	c. Partner #1 extends arms out to side in balance position.		
	The student will:		
	43.1 Assuming either position, execute a thigh stand and hold for 3 seconds.	IV	
Swan on Feet	44. To demonstrate the swan on feet balance in a style characterized by:		
	a. Partner #1 lies with back on mat, arms outstretched over head, feet raised.		
	b. Partner #2 on top stands facing bottom partner, grasping his hands and bending over his feet.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Partner #2 leans forward arching back and resting his hips on feet of partner #1.		
	d. Partner #1 must have straight legs, and top partner's body should be straight and parallel with ground.		
	e. Let go of hands when balance is secured.		
	The students will:		
	44.1 Assuming either position, execute a swan on feet balance and hold for three seconds.	IV	
Chest Stand	45. To demonstrate the chest stand in a style characterized by:		
	a. Partner #1 gets on hands and knees to form solid base.		
	b. Partner #2 stands to one side, hooks hands, palm up, under chest and waist of partner.		
	c. Partner #2 leans forward, kicks up to an inverted stand.		
	d. Arch back and hold.		
	The students will:		
	45.1 Assuming either position, execute the chest stand and hold for 3 seconds.	III	
Knowledge of Safety	46. To demonstrate knowledge of safety, the student will identify five of the following safety principles:	3-4-6 8	
	46.1 Warm up before attempting new skills.		

GYMNASTICS - STUNTS AND TUMBLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	46.2 Use a spotter when attempting skills that involve possible falls.		
	46.3 Perform all skills on mat.		
	46.4 When using more than one mat, make sure mats are securely joined.		
	46.5 Remove all jewelry, wrist watches and belts.		
	46.6 No horseplay.		
	46.7 Don't attempt any skill without permission of teacher.		
	46.8 Remove gum or other substances from mouth.		
Terminology	47. To demonstrate an understanding of terms related to tumbling, the student will identify the following terms:		
	47.1 Spotter	4	
	47.2 Warm-up	6	
	47.3 Pike	6	
	47.4 Half turn	6	
	47.5 Full turn	6	
	47.6 Aerial	8	
	47.7 Arched	6	
	47.8 Bridge	8	
	47.9 Inverted	8	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	47.10 Prone	8	
	47.11 Squat	6	
	47.12 Tuck	4	
Skill Identification	48. To demonstrate a knowledge of skills and stunts related to tumbling, the student will identify the following terms:		
	48.1 Forward Roll	6	
	48.2 Egg Roll	4	
	48.3 Log Roll	4	
	48.4 Backward Roll	8	
	48.5 Backward Roll Extension	IV	
	48.6 Tripod	4	
	48.7 Scale	6	
	48.8 Lunge	4	
	48.9 Frog Stand	IV	
	48.10 Handstand	IV	
	48.11 Headstand	IV	
	48.12 Cartwheel	6	
Attitude	49. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	4-6-8	
	49.1 Take part in assigned activities.		
	49.2 Follow established safety rules.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	49.3 Dress in appropriate attire.		
	49.4 Assist in distribution and care of equipment.		
	49.5 Work independently or in a group on skill development.		
	50. To demonstrate cooperation in spotting the student will willingly spot others when asked to do so.	4-6-8	

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GYMNASTICS - STUNTS AND TUMBLING

TOPIC	SUGGESTED ACTIVITIES
Bases of Support	1. Encourage students to use the widest possible base appropriate for the balance they select. The larger the base of support, the easier it is to balance. Have students assume various kinds of bases and see which one offers the best support.
Rolls	1. Have performers in practice session always work in the same direction to avoid collisions.
General Fault-finding	1. In helping to correct faults, try to determine how many familiar movements are contained within the stunt being performed. Have students break down difficult stunts and list simple parts of it.
Spotting	1. Some common methods of spotting: a) Overhead belt b) Hand belt or towel c) Front spotting with hand d) Side spotting with hand e) Back spotting with hand f) Use of two spotters g) Use of crash pad 2. Train spotters on small students first until they get adjusted to the movement and the technique for spotting.
Warm-up	1. Warm-up exercises, although not excessively strenuous, are important because they prepare the body for the workout that follows. During daily warm-up exercises, the teacher can take roll as a student leads exercises. 2. Use rope jumping to teach the proper method for landing and for practice and conditioning.
Class Organization	1. Divide activities to be taught into stations and divide class into the number of teams that will put one team at each station. During practice sessions put one team at each station. Encourage students to help each other by demonstrating and spotting. On the command of the teacher, the teams will rotate to other stations and practice activities assigned to that station. Teams will rotate through all stations. 2. Establish a check-off sheet to keep track of students' progress. Have sheet list stunts to be performed (required and optional) and a method to check off if the stunt has been done well or simply meets the minimum requirements.
General	1. Teach stunts in progression, going from simplest to more difficult.

TOPIC	SUGGESTED ACTIVITIES
	2. Use students to demonstrate. As the teacher describes the stunt, a student can demonstrate under the teacher's directions. When selecting students for demonstration, be sure student can perform stunt reasonably correctly. 3. Invite a local gymnastic school or team to come in and demonstrate tumbling and gymnastics stunts for the class. 4. Use visual aids such as films, video tapes, wall charts, and pictures to help students understand the ideal performance of a skill. 5. Post a list of activities (required and optional) at various stations so students will know which stunts should be practiced.

GYMNASTICS - APPARATUS

ACTIVITY CONTENT OUTLINE

I. Skill Development

   A. Apparatus - Girls
      1. Balance beam
         a. Mounts
            1) Front support
            2) Step-on
            3) Front support to straddle
            4) Front support to straddle to squat
            5) Knee scale
            6) Squat mount
            7) Straddle
            8) Back pull over
            9) Wolf mount
            10) Forward roll
         b. Poses
            1) Curtsey
            2) Knee scale
            3) Arabesque (scale)
            4) One-leg squat
            5) Lunge
            6) Supported V-seat
            7) L-sit
            8) Attitude
            9) Push-up
            10) Front and slide split
            11) Sitting stag
            12) Scale
         c. Movement along beam
            1) Walk forward
            2) Walk backward
            3) Walk sideward
            4) Walk on toes
            5) Chasse' (gallop)
            6) Step hop
            7) Skip
            8) Run
         d. Turns
            1) Tip-toe turn
            2) Squat turn (½)
            3) Pirouette (½ turn on toes)
            4) Arabesque
         e. Leaps and rolls

ACTIVITY CONTENT OUTLINE

- 1) Squat jump
- 2) Stride leap
- 3) Cat leap
- 4) High kick
- 5) Stag leap
- 6) Forward roll
- 7) Backward roll
- 8) Cartwheel

f. Dismounts
- 1) Jump off
- 2) Straddle jump
- 3) Round off
- 4) Cartwheel

2. Uneven parallel bars

a. Grips
- 1) Regular (forward)
- 2) Reverse
- 3) Mixed
- 4) Eagle

b. Positions
- 1) Facing low bar
- 2) Facing high bar
- 3) Front support
- 4) Rear support
- 5) Front lying position
- 6) Rear lying position

c. Mounts
- 1) Jump to front support (low bar)
- 2) Back hip pull-over (low bar)
- 3) Shoot over low bar
- 4) Glide hip mount

d. Movements on one bar
- 1) Cast - low bar
- 2) Single leg flank - low bar
- 3) Back hip circle
- 4) Front hip circle
- 5) Skin-the-cat

e. Movement from one bar to another
- 1) Pull-over - low to high
- 2) Kip - high to low
- 3) Forward roll - high to low
- 4) Single leg rise - low to high

      5) Double leg stem rise - low to high
   f. Dismounts
      1) Cast off to rear - low bar
      2) Underswing - low bar
      3) Underswing - high bar
      4) Penny drop - low bar
3. Vaulting
   a. Parts of vault
      1) Approach - run and take off
      2) Contact on horse
      3) After flight
      4) Landing
   b. Skills - vaults
      1) Jump to squat - stand and jump off
      2) Front vault
      3) Flank vault
      4) Squat vault
      5) Rear vault
      6) Head spring
      7) Hand spring
      8) Thief vault

B. Apparatus - Boys
   1. Parallel bars
      a. Mounts
         1) Jump to support
         2) Upper arm support
         3) Kip
      b. Stunts
         1) Straight arm walk
         2) Straight arm swing
         3) Straddle seat
         4) Straddle travel
         5) Shoulder stand
         6) Forward roll
         7) Backward roll
         8) Uprise (forward and backward)
         9) Upper arm kip to straddle seat
         10) L-support
         11) Dips
      c. Dismounts
         1) Front dismount
         2) Rear dismount

ACTIVITY CONTENT OUTLINE

2. Horizontal bar
    a. Grips
        1) Regular
        2) Mixed
        3) Under
    b. Mounts
        1) Hang
        2) Front pull-over
        3) Single leg circle
        4) Kip
        5) Back uprise
    c. Stunts
        1) Chin
        2) Skin-the-cat
        3) Knee hang
        4) Arm swing
        5) Front support
        6) Back hip circle
        7) Single leg circle (forward and backward)
    d. Dismount
        1) Arm swing dismount
        2) Forward roll from support
        3) Skin-the-cat
3. Rings
    a. Hanging positions
        1) Straight hang
        2) Inverted hang
        3) Bird's nest
        4) Hanging L
    b. Mounts - Support
        1) Muscle up
        2) Kip
        3) Back uprise
    c. Stunts
        1) Skin-the-cat
        2) L-seat
        3) Shoulder stand
        4) Dislocate
    d. Dismounts
        1) Skin-the-cat
        2) Straddle dismount
4. Pommel horse
    a. Support positions

        1) Front support
        2) Straddle support
        3) Rear support
    b. Stunts
        1) Flank vault (right and left)
        2) Side vault
        3) Front vault
        4) Loop vault
        5) Feint on right arm/left arm
        6) Jump to single leg cut
        7) Single leg half circle
        8) Single leg circle
        9) Double leg half circle
        10) Travel
5. Vaulting
    a. Parts of vault
        1) Approach - run and take off
        2) Contact on horse
        3) After flight
        4) Landing
    b. Skills - Vaults
        1) Jump 10 squat - stand and jump off
        2) Front vault
        3) Flank vault
        4) Squat vault
        5) Rear vault
        6) Head spring
        7) Hand spring
        8) Thief vault
    c. Spotting Safety
        1) Spotting techniques

II. Knowledge

A. Safety Principles

B. Terminology

C. Skill Identification

III. Attitudes

A. Safety

B. Aesthetics and Self-Image

C. Cooperation in Spotting

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
BALANCE BEAM			
Mounts Step-on	1. To demonstrate the step-on mount in a style characterized by:		Improvisions may be made by using a 4x4 or 2x4 on the floor or low stand.
	a. Place reuther board on side of beam. (Optional)		
	b. Step on beam and place inside hand on beam.		
	c. Swing inside leg up bent at knee and step on beam just in front of hand.		
	d. Extend outside leg up and place on beam in front of other foot.		
	e. Shift weight forward to front foot and stand up.		
	f. Extend arms to side and hold balance.		
	The student will:		
	1.1 Step on the balance beam and hold balance for 3 seconds.	4	
Front Support to Straddle Seat	2. To demonstrate the front support to straddle seat mount in a style characterized by:		
	a. Stand facing beam with hands on beam, fingers facing forward.		
	b. Jump to front support.		
	c. Shift weight forward. Swing one leg straight out across beam to straddle position.		
	d. Turn facing end of beam with hands holding beam between legs.		

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will: 2.1 Execute a front support straddle mount in 3 attempts.	III	
Squat Mount	3. To demonstrate the squat mount in a style characterized by: a. Stand facing beam. b. Jump and push off with straight arm support, feet landing between hands on beam. c. Body in a deep squat position. d. Stand up. e. Arms extended to side.		
	The student will: 3.1 Execute a squat mount and hold balance for 3 seconds in 3 attempts.	III	
Poses Supported V-Seat	4. To demonstrate a supported V-Seat on a balance beam in a style characterized by: a. Sitting on the beam with hands behind body holding beam, lift legs from a bent position to full extension in the air. b. Balance on the seat with support from the arms in a pike position.		
	The student will: 4.1 Execute a V-Seat pose for 3 seconds in 3 attempts.	6	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Knee Scale	5. To demonstrate a knee scale in a style characterized by: a. Place both hands and one knee on beam. b. Extend other leg back and above beam. c. Keep leg and trunk parallel to beam. d. Gain balance. The student will:		
	5.1 Execute a knee scale for 2 seconds in 3 attempts.	8	
One-leg Squat	6. To demonstrate the one-leg squat in a style characterized by: a. From a standing position on the beam, bend one knee and slide the other forward on the beam until it is extended. b. Extend arms forward for balance. The student will:		
	6.1 Execute a one-leg squat for 2 seconds in 3 attempts.	8	
Lunge	7. To demonstrate the forward lunge in a style characterized by: a. From a standing position on the beam, bend one knee and slide the other leg backward on the beam. b. Get a full extension of the extended leg.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Lean forward and extend arms for full balance.		
	The student will:		
	7.1 Execute a lunge for 2 seconds in 3 attempts.	III	
Front Attitude	8. To demonstrate a front attitude in a style characterized by:		
	a. Standing on the beam, raise one knee as high as possible and extend backward.		
	b. Raised leg should be bent at the knee and held high.		
	c. Raise arm on side of raised leg and curve over head.		
	d. Extend other arm to side.		
	e. Maintain balance.		
	The student will:		
	8.1 Execute a front attitude for 2 seconds in 3 attempts.	III	
Walk Forward	9. To demonstrate the forward walk on the beam in a style characterized by:		
	a. Standing on the beam, walk forward with pointed toe on each step.		
	b. Arms extended to side for balance.		
	The student will:		
	9.1 Walk forward 10 steps or 10 feet without falling off in 3 attempts.	4-6	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Walk Backward	10. To demonstrate the backward walk in a style characterized by: a. Standing on the beam, walk backward with extended foot on each step. b. Arms extended to side for balance.		
	The student will:		
	10.1 Walk backward 10 steps or 10 feet without falling off in 3 attempts.	6	
Chasse'	11. To demonstrate the chasse' movement on the beam in a style characterized by: a. Stand on the beam, facing the end. Slide one foot forward, close other foot to forward foot. b. Repeat procedure keeping same foot in front. c. Extend arms on side for balance.		
	The student will:		
	11.1 Chasse' along the beam for 10 feet without falling.	III	
Skip	12. To demonstrate the skip in a style characterized by: a. Stand on beam, facing one end, step on one foot and hop. b. Using other foot, step and hop. c. Alternate feet as you continue down beam.		

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Extend arms at side for balance.		
	The student will:		
	12.1 Skip on the bar for 10 feet without falling in 3 attempts.	IV	
Run	13. To demonstrate the ability to run on the beam in a style characterized by:		
	a. Standing on the beam, facing one end, run forward with pointed toes on each step.		
	b. Arms extended to side for balance.		
	c. Maintain balance.		
	The student will:		
	13.1 Run on a balance beam for 10 feet without falling in 3 attempts.	IV	
Tip-toe Turn	14. To demonstrate the tip-toe turn in a style characterized by:		
	a. Standing on beam, facing one end, place one foot in front of the other.		
	b. Raise up on toes and pivot on toes to face opposite direction (180 degrees).		
	c. Remain on toes during entire turn.		
	d. Arms extended to side for balance.		
	The student will:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	14.1 Execute a tip-toe turn without losing balance in 3 attempts.	6	
Squat Turn	15. To demonstrate the squat turn in a style characterized by:		
	a. Standing on beam, facing one end, place one foot in front of the other.		
	b. Squat down keeping back straight, and pivot on balls of feet to face opposite direction (180 degrees).		
	c. Arms extended to side for balance.		
	d. Return to standing position.		
	The student will:		
	15.1 Execute a squat turn without falling in 3 attempts.	6	
Pirouette	16. To demonstrate a pirouette turn in a style characterized by:		
	a. Standing on beam, facing one end, place one foot in front of the other.		
	b. Swing back foot with bent knee across in front of front foot.		
	c. Stand and pivot on toes of front foot to face opposite direction.		
	d. Arms curved over head.		
	The student will:		
	16.1 Execute a pirouette turn on the beam without falling in 3 attempts.	IV	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Squat Jump	17. To demonstrate the squat jump in a style characterized by: a. Standing on beam, facing one end, place one foot in front of the other. b. Bend both knees in squat down, and jump into the air. c. Land with bent knees and arms extended for balance. d. Maintain balance. The student will:		
	17.1 Execute a squat jump without falling off in 3 attempts.	8	
Stride Leap	18. To demonstrate a stride leap in a style characterized by: a. Standing on beam, facing one end, place one foot in front of other. Shift weight to front foot. b. Bring other leg up with bended knee. c. Push off front foot and extend raised leg. d. Land on toes of raised leg. e. Extend arms at side for balance. The student will:		
	18.1 Execute a stride leap without falling in 3 attempts.	IV	

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Cat Leap	19. To demonstrate the cat leap in a style characterized by: a. Standing on the beam, facing one end, step on one foot. b. Bend other knee and kick foot into air. As it comes down kick the other leg, bent at the knee, into the air. c. Land on toes of foot first kicked into air. d. Bring other foot down landing on toes. e. Extend arms to side for balance. The student will:		
	19.1 Execute a cat leap without falling in 3 attempts.	IV	
Jump Off	20. To demonstrate the ability to jump off of the beam in a style characterized by: a. Standing sideways on beam, extend arms down to side. b. Bend knees, lean forward, extend arms upward and forward in direction of jump. c. Jump off of beam landing with bent knees, arms extended at side. d. Return to standing position. The student will:		

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	20.1 Execute a jump dismount maintaining balance on landing in 3 attempts.	4-6-8	
Straddle Jump	21. To demonstrate a straddle jump dismount in a style characterized by: a. Standing sideways on beam, jump off in proper manner. b. Extend legs to straddle position, arms extended to ankles. c. Land with knees bent, arms extended to side and return to standing position. The student will:		
	21.1 Execute a straddle jump dismount maintaining balance in 3 attempts.	IV	
UNEVEN PARALLEL BARS			
Front Support	22. To demonstrate front support in a style characterized by: a. Stand facing low bar, grasp bar with regular grip. b. Jump into the air, extend arms weight forward. c. Rest weight on thighs, arms straight, back straight, hand up and toes pointed. The student will:		A single horizontal "chinning" bar can be used.
	22.1 Jump to front support in 3 attempts.	8	
Cast	23. To demonstrate a front support cast in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Begin in front support on low bar with regular grip.		
	b. Flex hips and swing legs forward and under bar, then extend legs upward to rear.		
	c. Shift weight forward and lift body away from bar to a free support position.		
	d. Return to front support position.		
	The student will:		
	23.1 Execute a cast in 3 attempts.	8	
Stem Rise	24. To demonstrate a stem rise in a style characterized by:		
	a. Grasp high bar with a regular grip and stand on low bar.		
	b. Bend knees, push with feet upward forcing hips to high bar.		
	c. Rotate grip and push downward with hands on high bar.		
	d. Rise to front arm support on high bar facing low bar.		
	The student will:		
	24.1 Execute a stem rise in 3 attempts.	IV	
Cast Off To Rear	25. To demonstrate a cast off to rear dismount from the high bar in a style characterized by:		Use chinning bar.
	a. Assume a front arm support on the high bar.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Execute a cast from the high bar.		
	c. At the height of the backward swing, push with arms and jump off backward.		
	d. Bend knees on landing and extend arms at side for balance.		
	The student will:		
	25.1 Execute a cast off dismount in 3 attempts.	IV	
VAULTING			
Jump to Squat	26. To demonstrate the ability to jump to a squat position on a horse in a style characterized by:		Improvised equipment: (a) Mats over sawhorse. (b) Mats over sturdy table.
	a. After a short run and hurdle, jump upward lifting hips and tucking knees to chest.		
	b. Place hands, shoulder-width apart, on horse and straighten arms.		
	c. Lower hips toward horse and allow feet to rest on horse between hands.		
	d. Straighten back, stand with arms extended, jump off landing with bent knees.		
	The student will:		
	26.1 Jump to a squat position, stand, and jump off horse in 3 attempts.	6	
Front Vault	27. To demonstrate a front vault in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. After a short run and hurdle, place the hands in the middle of the horse, shoulder-width apart.		
	b. Jump, extending body to one side.		
	c. Push with hands and extended arms and pass body over horse.		
	d. As body passes over horse, release hand to that side and end with opposite side to horse.		
	The student will:		
	27.1 Execute a front vault in 3 attempts.	8	
Flank Vault	28. To demonstrate a flank vault in a style characterized by:		
	a. After run and takeoff, place both hands on top of horse.		
	b. Lift hips upward and extend body to one side so that right hip passes over horse.		
	c. Shift weight to right hand and as body passes over horse, lift left hand.		
	d. Land with knees bent with back to horse, arms extended to side.		
	The student will:		
	28.1 Execute a flank vault in 3 attempts.	IV	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Knowledge of Safety	29. To demonstrate knowledge of safety the student will identify five of the following safety principles:	6-8	
	29.1 Warm up before attempting new skills.		
	29.2 Use a spotter when attempting skills that involve possible falls.		
	29.3 Perform all skills on mat.		
	29.4 When using more than one mat, make sure mats are securely joined.		
	29.5 Remove all jewelry, wrist watches and belts.		
	29.6 No horseplay.		
	29.7 Don't attempt any skill without permission of teacher.		
	29.8 Remove gum or other substance from mouth.		
	29.9 Check that apparatus is secure before using.		
Terminology	30. To demonstrate an understanding of terms related to apparatus, the student will identify the following terms:		
	30.1 Straddle	6	
	30.2 Squat	6	
	30.3 Skip	8	
	30.4 Pivot	8	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (GIRLS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	30.5 Dismount	6	
	30.6 Skin-the-cat	8	
	30.7 Hop	6	
	30.8 Mount	8	
General Knowledge	31. To demonstrate an understanding of girls' gymnastics, the student will:	6-8	
	31.1 Identify the girls' competitive gymnastics events.		
Attitude	32. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	4-6-8	
	32.1 Take part in assigned activities.		
	32.2 Follow established safety rules.		
	32.3 Dress in appropriate attire.		
	32.4 Assist in distribution and care of equipment.		
	32.5 Work independently or in a group on skill development.		
	33. To demonstrate cooperation in spotting, the student will willingly spot when asked to do so.	6-8 IV	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (BOYS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
PARALLEL BARS			
Jump to Support	34. To demonstrate the ability to jump to straight arm support position in a style characterized by:		Safe improvised equipment can be used.
	a. Stand at end of bars and grasp bars with hands.		
	b. Bend knees, jump, lifting hips above bars while pushing down on bars with hands.		
	c. Arms extended with weight on hands.		
	d. Body straight, feet together, toes pointed.		
	The student will:		
	34.1 Jump to the straight arm support in 3 attempts.	III	
Arm Walk	35. To demonstrate the arm walk in a style characterized by:		
	a. Starting from straight arm support, shift weight from one hand to the other while sliding hands on bars.		
	The student will:		
	35.1 Walk the length of the bars in 3 attempts.	IV	
Straddle Seat	36. To demonstrate the straddle seat in a style characterized by:		
	a. Start in a straight arm support position at the center of the bars.		
	b. Swing both legs forward, spread		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	out over bars and support weight on thighs.		
	c. Push with arms and bring body up over legs.		
	d. Keep legs and back straight.		
	The student will:		
	36.1 Execute a straddle seat in 3 attempts.	III	
Uprise (Backward)	37. To demonstrate a backward uprise in a style characterized by:		
	a. Start in an upper arm support in the middle of the bars.		
	b. Lift hips keeping legs straight until in inverted pike position.		
	c. Extend hips and begin downward swing.		
	d. As hips and legs begin backswing, press on bars with upper arms and rise to straight arm support position.		
	The student will:		
	37.1 Execute a backward uprise in three attempts.	IV	
Rear Dismount	38. To demonstrate a rear dismount in a style characterized by:		
	a. Start in a straight arm support position in middle of bars.		
	b. Swing the legs forward above the bars.		

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GYMNASTICS - APPARATUS (BOYS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Swing the body over the right bar and push with left hand.		
	d. Release the left bar and grab the right bar with the left hand.		
	e. Release the right hand and swing legs downward to end up standing on side of bars with arms extended to side.		
	f. Face in same direction with left side to the bar.		
	The student will:		
	38.1 Execute a rear dismount in 3 attempts.	JV	
HORIZONTAL BAR			
Hang	39. To demonstrate the ability to hang from the bar in a style characterized by:		A single horizontal "chinning" bar can be used.
	a. Stand facing bar.		
	b. Jump to bar, grasping bar with regular grip, hands shoulder-width apart.		
	c. Feet together, hang loosely with light grip.		
	The student will:		
	39.1 Hang from the bar for 10 seconds.	8	
Arm Swing	40. To demonstrate the ability to swing on the bar in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Start in an arm-hang position.		
	b. Extend both feet forward while lifting the hips.		
	c. Allow legs to swing freely forward and backward.		
	d. Keep feet together, toes pointed.		
	The student will:		
	40.1 Swing from the bar and complete 3 complete swings.	8	
Arm Swing Dismount	41. To demonstrate the arm swing dismount in a style characterized by:		
	a. Start in an arm-hang position and begin an arm swing.		
	b. At the height of the backward swing, push off of the bar with the hands.		
	c. Land with knees bent and arms extended to side for balance.		
	The student will:		
	41.1 Execute an arm swing rear dismount in 3 attempts.	IV	
RINGS			
Hang	42. To demonstrate the ability to hang from the rings in a style characterized by:		
	a. Stand directly beneath the rings.		
	b. Jump upward and grab rings with an upward forward motion of the hands from the outside.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Feet together, arms extended.		
	The student will:		
	42.1 Hang from the rings for 10 seconds.	III	
Skin-the-Cat Dismount	43. To demonstrate the skin-the-cat dismount in a style characterized by:		
	a. From a hanging position.		
	b. Pull up slightly with arms and swing legs up and over head through arms.		
	c. Allow legs to pass behind back and drop down as far as possible while still holding onto rings.		
	d. Release hands, land with knees bent on feet, arms extended to side for balance.		
	e. May use swing to initiate stunt.		
	The student will:		
	43.1 Execute the skin-the-cat dismount in 3 attempts.	IV	
POMMEL HORSE			
Front Support	44. To demonstrate the front support position in a style characterized by:		
	a. Stand facing side of horse.		
	b. Grasp pommels with both hands and jump to support position with arms straight.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Weight of body supported by the hands with thighs touching horse slightly.		
	d. Legs and back straight.		
	The student will:		
	44.1 Jump to a front support position in 3 attempts.	III	
Flank Vault	45. To demonstrate a flank vault in a style characterized by:		
	a. Stand facing side of horse with both hands on pommels.		
	b. Jump upward and forward so weight of body is over hands.		
	c. Swing the body over the horse, legs straight, with the side facing downward.		
	d. Release the pommel on the side the body passes.		
	e. Release other hand as body continues over horse and land with back to horse.		
	f. Arms extended to side for balance.		
	The student will:		
	45.1 Execute a flank vault in 3 attempts	III	
Feint	46. To demonstrate a feint in a style characterized by:		
	a. Starting in a front support position, shift the weight to the right hand.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Swing the right leg over the right end of the horse, straddling the right arm with the legs.		
	c. Swing the right leg back to the original position and shift weight back to both hands.		
	The student will:		
	46.1 Execute a right feint in 3 attempts.	III	
Single Leg Half Circle	47. To demonstrate the single leg half circle in a style characterized by:		
	a. Starting in a front support . position, shift the weight to the left hand.		
	b. Swing the right leg over the right end of the horse, release the right hand and pass the leg between the hand and the pommel, regrasp the right pommel.		
	c. Reverse procedure and bring right leg back to original position.		
	d. As right leg returns to original position, repeat stunt with left leg.		
	The student will:		
	47.1 Execute a single leg half circle with both legs in 3 attempts.	IV	
VAULTING			
Jump to Squat	48. To demonstrate the ability to jump to a squat position on a horse in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. After a short run and hurdle, jump upward lifting hips and tucking knees to chest.		Improvised equipment: (a) Mats over sawhorse. (b) Mats over sturdy table.
	b. Place hands, shoulder-width apart, on horse and straighten arms.		
	c. Lower hips toward horse and allow feet to rest on horse between hands.		
	d. Straighten back, stand with arms extended, jump off, landing with bent knees.		
	The student will:		
	48.1 Jump to a squat position, stand, and jump off the horse in 3 attempts.	6	
Front Vault	49. To demonstrate a front vault in a style characterized by:		
	a. After a short run and hurdle, place the hands in the middle of the horse, shoulder-width apart.		
	b. Jump, extending body to one side.		
	c. Push with hands and extended arms and pass body over horse.		
	d. As body passes over horse, release hand to that side and end with opposite side to horse.		
	The student will:		
	49.1 Execute a front vault in 3 attempts.	8	
Flank Vault	50. To demonstrate a flank vault in a style characterized by:		

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GYMNASTICS - APPARATUS (BOYS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. After run and takeoff, place both hands on top of horse.		
	b. Lift hips upward and extend body to one side so that right hip passes over horse.		
	c. Shift weight to right hand and as body passes over horse, lift left hand.		
	d. Land with knees bent with back to horse, arms extended to side.		
	The student will:		
	50.1 Execute a flank vault in 3 attempts.	8	
Knowledge of Safety	51. To demonstrate knowledge of safety the student will identify five of the following safety principles:	6-8	
	51.1 Warm up before attempting new skills.		
	51.2 Use a spotter when attempting skills that involve possible falls.		
	51.3 Perform all skills on mat.		
	51.4 When using more than one mat, make sure mats are securely joined.		
	51.5 Remove all jewelry, wrist watches and belts.		
	51.6 No horseplay.		
	51.7 Don't attempt any skill without permission of teacher.		

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GYMNASTICS - APPARATUS (BOYS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	51.8 Remove gum or other substance from mouth.		
	51.9 Check that apparatus is secure before using.		
Terminology	52. To demonstrate an understanding of terms related to apparatus, the student will identify the following terms:		
	52.1 Straddle	6	
	52.2 Squat	6	
	52.3 Dips	8	
	52.4 Kip	8	
	52.5 Dismount	6	
	52.6 Skin-the-cat	8	
	52.7 Front support	8	
	52.8 Mount	8	
General Knowledge	53. To demonstrate an understanding of men's gymnastics, the student will:	6-8	
	53.1 Identify the events in men's competitive gymnastics.		
Attitude	54. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	4-6-8	
	54.1 Take part in assigned activities.		
	54.2 Follow established safety rules.		
	54.3 Dress in appropriate attire.		

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS (BOYS)

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	54.4 Assist in distribution and care of equipment.		
	54.5 Work independently or in a group on skill development.		
	55. To demonstrate cooperation in spotting, the student will willingly spot when asked to do so.	4-6 8-IV	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS

TOPIC	SUGGESTED ACTIVITIES
General	1. Provide mirrors in front of which the students can practice. This is especially helpful for practice on balance beam and free exercise. 2. Develop specific routines for students to work on. Emphasize individuality and encourage students to make up routines using required and elective stunts. 3. Many new stunts can be practiced on the mats before going to apparatus. Provide additional mats for practice sessions. 4. Any piece of equipment (vaulting, horse, parallel bars, beam, uneven parallel bars, horizontal bar, rings, pommel horse) that can be lowered when beginning stunts will help student build up confidence while learning skills. 5. Provide an audio-visual station in some part of the gym where students can go to look at film loops or slides of stunts. Also provide pictures, books, posters, or other visual aids for students to study. 6. Always begin teaching simple movements progressing toward more advanced stunts. 7. While learning new stunts, students like to have a spotter. Pair students so each will always have a spotter available while practicing. 8. Always place mats on either side of apparatus. 9. During practice sessions, use a sequence of one or two stunts and a dismount. This will allow more students to get on the apparatus during the class period. 10. Always check supports and all pieces of equipment before class.
Spotting	1. Some common methods of spotting: a) Overhead belt b) Hand belt or towel c) Front spotting with hand d) Side spotting with hand e) Back spotting with hand f) Use of two spotters g) Crash pad h) Use of 3 or 4 spotters for larger students 2. Train spotters on small students first until they get adjusted to the movement and the technique.
Balance Beam	1. When teaching skills on the balance beam, begin with work on a straight line painted or taped on the floor. Work up to a beam mounted just off of the ground a few inches and finally to a regulation beam.

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS - APPARATUS

TOPIC	SUGGESTED ACTIVITIES
	2. Teach students to practice mounts and dismounts away from support legs. This will help avoid twisted ankles and knees. 3. Use a spotter to walk along side of the beam with arms extended. Teach performer to grab spotter's hand if he loses his balance. 4. Teach and have students practice all movements on the beam on the floor first. 5. All mounts can be practiced with 2 or 3 students on a beam at one time. 6. To teach students routines, combine skills into short combinations as soon as possible.
Even and Uneven Parallel Bars	1. A reuther board may be used in some mounts but should be removed immediately to avoid injury. 2. Most skills can be practiced on the low bar before progressing to the high bar. 3. As soon as students learn an individual stunt, encourage them to put it with another to form a combination or routine. 4. Activity on the bars requires strength. Design some special exercises for developing strength in upper arms, shoulders, and abdominal muscles.
Vaulting	1. Set the height of the horse at a low level when first teaching vaulting skills. Raise it gradually as the students gain confidence and skill. 2. When teaching new vaults, put the students through the landing position first, then add the run and takeoff. 3. Use crash pads in landing area. 4. Practice run without hurdle on takeoff to develop proper running technique. 5. Require students to use tennis shoes while vaulting. This will help eliminate twisted ankles and knees when landing and reduce shock to the arches.

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS

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INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Starting Positions
  - 1. Standing start
  - 2. Blocks

- B. Running Techniques
  - 1. Sprinting
  - 2. Middle distance
  - 3. Distance

- C. Standing Broad Jump

- D. Baton Exchanges
  - 1. Blind pass
  - 2. Visual pass

- E. High Jump
  - 1. Straddle
  - 2. Flop

- F. Long Jump

- G. Hurdles
  - 1. Low
  - 2. High

- H. Discus

- I. Shot-put

- J. Triple Jump (males only)

II. Knowledge

- A. Safety Rules and Procedures

- B. Terminology

- C. Techniques of:
  - 1. Starting
  - 2. Running
  - 3. Finishing
  - 4. Jumping

ACTIVITY CONTENT OUTLINE

5. Throwing
6. Baton exchanges
7. Hurdling
8. Pole vaulting

D. History
   1. Beginnings
   2. Olympics
   3. Records and stars

E. Rules
   1. Starts
   2. Exchanges
   3. Trials
   4. Measurements of field events
   5. Hurdling
   6. Discus
   7. Shot

F. Warm-up and Training
   1. Overload principle
   2. Interval system

G. Comparison of Yards and Meters

H. Pole Vault

III. Attitudes

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Starting Positions Standing Start	1. To demonstrate the proper mechanics of the standing start position in a style characterized by:		
	a. Standing square to starting line.		
	b. Placing dominant foot back.		
	c. Flexed knees with weight forward.		
	d. Arm position - dominant arm back.		
	e. Full stride on first step.		
	The student will:		
	1.1 Execute a correct standing start.	5	
Blocks	2. To demonstrate the proper techniques of starting from blocks in a style characterized by:		
	a. Bunch - toe of back foot opposite heel of front foot in kneeling position.		
	b. Medium - knee of back leg placed opposite front of the arch of the front foot in kneeling position.		
	c. Elongated - knee of back leg is placed opposite the heel of the front foot.		
	Regardless of foot position above:		
	d. Hands about shoulder width, weight on thumbs and fingers.		
	e. Shoulders almost above hands, arms fully extended.		
	f. Head down and eyes focused down track a few feet.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	g. Raise buttocks until back is parallel to ground or higher, as preferred by the starter.		
	h. Drive with both feet.		
	i. Achieve running position within 10 to 12 yards.		
	The student will:		
	2.1 Execute three starts using starting blocks.	7-9	
Sprinting	3. To demonstrate the proper techniques of sprinting in a style characterized by:		
	a. The start (as 1 or 2 above).		
	b. The running stride - toes straight ahead, body leans slightly forward from ankles, arms flexed and swung in a forward-backward motion.		
	c. The coast - in events over 100 yards, runner will try to maintain form with no loss in momentum, midway through race.		
	d. The finish - drive through tape in regular running form to a point several yards past the tape.		
	The student will:		
	3.1 Run the 50-yard dash in: Females Males		
	9.9 9.5	5	
	9.4 9.0	7	
	9.0 8.2	IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3.2 Run the 100-yard dash in:		
	Females Males		
	16.5 14.5	7	
	15.5 13.0	9	
	3.3 Run the 220-yard dash in:		
	Females Males		
	40.00 34.00	9	
	3.4 Run 440 yards, using acceptable form, in:		
	Females Males		
	2:15 1:50	7	
	1:50 1:30	9	
Middle Distance Running	4. To demonstrate the proper techniques of middle distance and distance running in a style characterized by:		
	a. Runner is more erect than in sprinting.		
	b. Hands and arms carried lower.		
	c. Strides are shorter.		
	d. More of heels on the track.		
	e. Finish by running past tape.		
	The student will:		
	4.1 Execute the correct mechanics of middle distance running while performing a 440-yard run.	5	
	4.2 Run 880 yards, using acceptable form, in:		
	Females Males		
	5:15 3:30	III	
	5:00 2:45	IV	
	4.3 Run the mile, using acceptable distance form, in:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	Females Males 12:00 10:00	9	
Standing Broad Jump	5. To demonstrate the mechanics of the broad jump in a style characterized by:		
	a. Starting position - feet approximately shoulder-width apart and just behind the takeoff line, body angle less than 45 degrees.		
	b. Preparation - arms swing backwards and knees bend.		
	c. Flight - simultaneous extension of knees and forward swing of arms.		
	d. Landing - hip flexion and arms flung forward to help carry the body.		
	The student will:		
	5.1 Execute the standing broad jump. Females Males 3'8" 4'0"	5	Measure from part of body closest to takeoff line.
Baton Exchange	6. To demonstrate the mechanics of the blind pass and the visual pass baton exchanges in a style characterized by:		
	a. Movement of outgoing runner.		
	b. Exchange at given point.		
	c. Transfer of baton by receiver.		
	The student will:		
	6.1 Execute the blind baton exchange correctly while running in a sprint relay.	III IV	

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	6.2 Execute the visual baton exchange correctly while running in a mile or distance relay.	7-9	
High Jump	7. To demonstrate the following components of the high jump using either the flop or the straddle jump in a style characterized by:		
	a. Approach. b. Addressing the bar. c. Crossbar clearance. d. Landing.		
	The student will:		
	7.1 Perform the high jump by clearing the bar using the jumping style of the student's choice. Females Males		
	2'6" 3'0"	II	
	3'0" 3'6"	III	
	3'4" 4'0"	IV	
Long Jump	8. To demonstrate the ability to perform the running long jump exhibiting consistency in the approach and the ability to hit the board without stuttering steps, the student will:		
	8.1 Execute the running long jump as follows: Females Males		
	6'0" 7'6"	7	
	7'6" 9'0"	9	
Hurdles	9. To demonstrate the ability to run the hurdles in an acceptable manner using the following items as criteria in a style characterized by:		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Hurdling position: 1) Lead leg 2) Trailing leg 3) Arms		
	b. Steps between hurdles.		
	c. Finishing sprint.		
	The student will:		
	9.1 Run one hurdle race using basic techniques correctly.	III IV	
Discus	10. To demonstrate the ability to throw the discus properly in a style characterized by:		Girls high school discus.
	a. Grip		
	b. Stance		
	c. Turn		
	d. Hop		
	e. Throw		
	f. Follow-through and reverse		
	The student will:		
	10.1 Throw the discus using correct form: Females Males		
	20' 30'	7	
	30' 50'	9	
Shot-put	11. To demonstrate shot-putting ability in an acceptable manner in a style characterized by:		Girls high school shot-put.
	a. Grip		
	b. Stance		

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Putting action		
	d. Reverse		
	The student will:		
	11.1 Put the shot-put with correct techniques. Females Males		
	8' 15'	7	
	15' 25'	9	
Triple Jump	12. To demonstrate the ability to perform the triple jump with a consistent rhythm in relation to the hop, step and jump, the student will:		
	12.1 Execute a legal triple jump (males only) 20'.	IV	
Knowledge of Safety	13. To demonstrate an understanding of basic safety rules in track and field, the student will state the following safety procedures:		
	13.1 Run in designated areas only.	5-7-9	
	13.2 Throw in designated areas only.	5-7-9	
	13.3 Throw only on teacher's command.	5	
	13.4 Always check landing areas before jumping.	5-7-9	
	13.5 Stay clear of anyone who is performing.	5-7-9	
	13.6 Warm up properly.	5-7-9	
	13.7 Follow teacher's directions.	5-7-9	
	13.8 Runners will run on the inside lanes of the track.	5-7-9	

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	13.9 When walking on the track, walk in the outside lanes.	5-7-9	
	13.10 When walking after running, walk off of the track on the inside or outside.	5-7-9	
	13.11 Avoid crossing the track when running is going on.	5-7-9	
	13.12 Avoid walking across throwing area.	5-7-9	
	13.13 Make certain throwing areas are clear before throwing.	5-7-9	
Terminology	14. To demonstrate an understanding of basic terms related to track and field, the student will identify the following terms:		
	14.1 Warm-up	5-7-9	
	14.2 Sprint	7-9	
	14.3 Baton	7-9	
	14.4 Anchor	9	
	14.5 Relay leg	7-9	
	14.6 Stride	9	
	14.7 Exchange zone	9	
	14.8 Heat	IV	
	14.9 Scratch	IV	
	14.10 False start	7-9	
	14.11 Pace	5-7-	
	14.12 International mark	IV	

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	14.13 Flight	IV	
	14.14 Preliminaries	IV	
	14.15 Qualify	IV	
	14.16 Toe board	IV	
Techniques	15. To demonstrate an understanding of basic skill executions in the following skills, the student will:		
	15.1 Describe the standing start.	9	
	15.2 Be able to explain the proper procedure for executing the following fundamentals of the pole vault: a) Grip b) Pole carry c) Approach d) Pole plant e) Take-off f) Pull-up g) Turn h) Landing	IV	
Olympics	16. To demonstrate an understanding of the history of the Olympics the student will answer the following questions on the Olympics:		
	16.1 When were the first Olympic games held?	III	
	16.2 How often are the Olympic games held?	II	
	16.3 When were the last Olympic games held?	III IV	
	16.4 Where are the next Olympic games to be held?	IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	16.5 Why were the 1980 Olympics boycotted by the United States and other countries?	IV	
Rules	17. To demonstrate a basic understanding of rules related to track and field, the student will state the following rules:		
	17.1 When changing lanes, the runner must be at least one and one-half steps in front of a runner to avoid impending his progress.	7	
	17.2 No false starts are allowed.	7-9	
	17.3 The baton must be passed within the exchange lane.	7-9	
	17.4 In high jumping, there are three trials at each height.	7-9	
	17.5 In the long jump, the runner may not step in front of the take-off board.	7	
	17.6 In the long jump, the part of the body landing closest to the takeoff board determines the measuring point.	7-9	
	17.7 In throwing the discus and putting the shot, the performer must remain in the circle until the throw has landed.	9	
	17.8 Throwing events are measured from the front edge of the board to the place the throw first hits the ground.	9	
Comparison of Yards and Meters	18. To demonstrate a basic knowledge of outstanding performance in track and field, the student will answer the following questions:		

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	18.1 Who are the world record holders and what are their records for males and females in the 100-meter dash and mile run?	IV	
	18.2 Name one outstanding field man and woman, stating their best performance in their event.	IV	
	18.3 Compare yards and meters in the mile, 880, and 100.	IV	
Attitude	19. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	5-7-9	
	19.1 Take part in assigned activities.		
	19.2 Follow established safety rules.		
	19.3 Dress in appropriate attire.		
	19.4 Assist in distribution and care of equipment.		
	19.5 Work independently or in a group on skill development.		

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	SUGGESTED ACTIVITIES
Starts	1. Provide an opportunity for each student to use the standing start to race a distance of 40 to 60 yards. Several attempts should be made under the direct supervision of the teacher so that corrections of technique can be made on the spot. 2. Provide an opportunity for each student to perform several starts using starting blocks under the direct supervision of the instructor. Corrections should be made on the spot. 3. Each time a student performs a start, he should run 40 to 60 yards.
Training	1. Prior to running competitively in distances over 50 yards, each student should undergo training using the activities listed below, progressively increasing the overload. a) Warm-up and flexibility exercises. b) Run a distance of 50 yards and walk 50 yards. Repeat this 6 to 12 times during a class period. c) Run 100 yards and walk 100 yards, 6 to 12 times. d) Run 220 yards and walk 220 yards, 6 to 12 times. e) Run 440 yards and walk 440 yards, 6 to 12 times.
Track Events	1. Competitive running in the physical education class should be done in the following events: a) 50-yard dash b) 100-yard dash c) 220-yard dash/run d) 600-yard run walk e) 440-yard run f) 880-yard run g) Mile run
Exchanges	1. Classes should be divided into relay teams for practice and competition of the baton passes.
High Jump	1. After proper instruction and demonstration, provide an opportunity for each student to practice the skills of high jumping, using the western roll and/or straddle techniques.
Long Jump	1. The following warm-up activities should be used for the long jump: a) Bent knee sit-ups b) Wind sprints c) Toe touches d) Straddle stretches e) Seated toe touches f) Alternating toe touches

TOPIC	SUGGESTED ACTIVITIES
	g) Running in place h) Spider jumps (springing in the air and touching toes with legs spread and extended) 2. After proper instruction and demonstration, provide an opportunity for each student to practice the long jump. Establish checkpoints and practice the approach, takeoff, flight and landing.
Hurdles	1. Use the following warm-up exercises for the hurdles: a) Alternate toe touching b) Groin and crotch stretching (standing and sitting) c) Hurdlers stretch d) Trunk rotation e) Crotch stretching f) Jogging - 440-yard minimum 2. Each student will perform the following drills: a) Lead Leg Drill - Standing to one side of the hurdle, run a course which allows only the lead leg to cross hurdle while in flight. b) Trail Leg Drill - Standing to one side of the hurdle, run a course which allows only the trail leg to cross the hurdle while in flight. c) Students will practice starting and sprinting over the first hurdle only, 10 to 20 times. d) Student will practice making the required number of steps between the hurdles. e) Students will practice hurdle form and sprint technique by running practice flight of 5 or more hurdles.
Discus	1. After giving proper instruction and demonstration in the techniques of discus throwing, provide an opportunity for students to practice the throw. Instructor should make on-the-spot corrections.
Shot-put	1. After giving proper instruction and demonstration in putting the shot, provide an opportunity for each student to practice the techniques.
Triple Jump	1. Use the same warm-up exercises for the triple jump as used in the long jump. 2. Provide an opportunity to practice each phase of the hop, step and jump after giving proper instruction and demonstration in the triple jump. Make on-the-spot corrections as needed.

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	SUGGESTED ACTIVITIES
General	Listed below are some enabling activities to supplement the basic instructions suggested so far. a) Use student aids in helping others to work on assessed needs. b) Use a video tape recorder to allow students to evaluate their own performance. c) Use partners for constructive criticism. d) Post superior performance records to encourage others to achieve. e) Take class members to a track meet and have them observe the events, concentrating on their area of interest. f) Use posters and bulletin boards showing proper techniques. g) Teach the long jump and the triple jump together. h) Conduct an intramural track meet with your classes.

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WRESTLING

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Starting Position
    1. Referee position: bottom person
    2. Referee position: top person
    3. Standing: tied up (closed)
    4. Standing: free (open)

- B. Break Down: Referee Position
    1. Tight waist-arm
    2. Far arm near leg (crotch)
    3. Far arm and far ankle
    4. Head lever

- C. Take Down: Standing
    1. Single leg
    2. Double leg
    3. Fireman's carry
    4. Whizzer
    5. Duck under
    6. Arm drag
    7. Headlock

- D. Escapes
    1. Sit out
    2. Stand up

- E. Reverse
    1. Side roll
    2. Switch
    3. Granby flip

- F. Control
    1. Far arm and far ankle
    2. Groin ride
    3. Tight waist and arm
    4. Leg pick-up and turk
    5. One-on-one wrist ride
    6. Two-on-one wrist ride
    7. Leg ride

- G. Pinning Combinations
    1. Half nelson
    2. Head lever

INDIVIDUAL AND DUAL SPORTS

WRESTLING

ACTIVITY CONTENT OUTLINE

   3. Chicken wing and half nelson
   4. Double chicken wing
   5. Cross face: walkover, cradle, and pancake
   6. Cradle: inside, outside, and bow and arrow
   7. Figure 4 to head
   8. Guillotine
   9. Banana split
   10. Turk

H. Counters
   1. Sit out - ride, roll, half nelson, and reroll
   2. Switch - limp arm, step over, and reswitch
   3. Single leg - sprawl and whizzer
   4. Double leg - sprawl, crossface, and whizzer
   5. Stand up - back strip, Oklahoma
   6. Duck under - don't tie up, shuck arm on neck
   7. Arm drag - redrag
   8. Headlock - roll
   9. Fireman's carry - spread
   10. Crossbody ride - mule kick, set out, inside switch
   11. Cradle - keep head away from knee
   12. Nelson 1/4, 1/2, 3/4 - Look away, return to base

I. Series Wrestling
   1. Sit out series
      a. Turn in
      b. Turn out
      c. Turn under
      d. Gizzone
      e. Grab head and roll
   2. Stand up series
      a. Roll
      b. Switch
      c. Turn out
      d. Drop hip and post
   3. Over - under series
      a. Kelly
      b. Short fireman's
      c. Knee trip
      d. Fireman
      e. Sit thru
      f. Hammer out

INDIVIDUAL AND DUAL SPORTS

WRESTLING

ACTIVITY CONTENT OUTLINE

II. Knowledge

A. Basic Rules
   1. Referee position
   2. Fall
   3. Escape
   4. Reverse
   5. Near fall
   6. Counter
   7. Match
   8. Illegal holds
   9. Wrestling uniform
   10. Injury time
   11. Periods
   12. Stalling

B. Scoring
   1. Individual
      a. Takedown
      b. Escape
      c. Reversal
      d. Near fall
      e. Predicament
      f: Riding time
      g. Penalty points
   2. Team
      a. Fall
      b. Decision
      c. Draw
      d. Disqualification
      e. Forfeit
      f. Default

C. Weight Classifications
   1. High school
   2. Intercollegiate

D. Safety
   1. Equipment
      a. Mat
      b. Headgear
      c. Wrestling costume
      d. Shoes
      e. Personal pads

INDIVIDUAL AND DUAL SPORTS

WRESTLING

ACTIVITY CONTENT OUTLINE

2. Rules
   a. Hitting
   b. Slam
   c. Choking
   d. Illegal holds
   e. Covering eyes
   f. Fingernails
   g. Butting
   h. Unsportsmanlike acts

E. History
  1. Origin
  2. Variation
     a. Free style
     b. Greco-Roman
     c. Collegian

F. Skill Execution
  1. Do's of wrestling
     a. Use arm to hook
     b. Keep head up
     c. Drive with legs and hips
     d. Move on whistle
     e. Keep stable base
     f. Parallel to escape
     g. Perpendicular to pin
  2. Don'ts of wrestling
     a. Wrestle flat
     b. Hang your head
     c. Reach back
     d. Pin parallel
     e. Move slow

G. Nature of the Game
  1. Structure of a match
  2. Strategies regarding score, position and time

III. Attitude

IV. Conditioning

A. Weight Control - Losing, Gaining and Holding

B. Strength Work

ACTIVITY CONTENT OUTLINE

C. Speed Work

D. Flexibility

E. Cardiovascular Conditioning

F. Diet
    1. Food
    2. Liquid
    3. Vitamins and minerals

INDIVIDUAL AND DUAL SPORTS

WRESTLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Referee's Position Bottom	1. To demonstrate the referee's starting position (down) in a style characterized by:		
	a. Weight on knees and hands.		
	b. Knees shoulder-width apart.		
	c. Hips low with elbows slightly bent.		
	d. Head up, eyes on referee.		
	The student will:		
	1.1 Assume the proper down position.	III-IV	
Top	2. To demonstrate the referee's starting position (top) in a style characterized by:		
	a. Take position on either side of opponent with one or both knees on mat.		
	b. Inside arm around opponent's waist, palm on navel.		
	c. Hand of other arm just below opponent's elbow.		
	d. Head along midline of opponent's back.		
	e. Head up, eyes on referee.		
	The student will:		
	2.1 Assume the proper referee's top position on an opponent.	III-IV	
Breakdowns Tight Waist Near Arm	3. To demonstrate a tight waist breakdown in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Starting from the referee's top position.		
	b. Squeezing the opponent's waist and arm from the top position.		
	c. Pull opponent toward top wrestler.		
	The student will:		
	3.1 Execute the tight waist - near arm breakdown on an opponent in 3 attempts.	III	
Far Arm	4. To demonstrate the far arm-far ankle breakdown in a style characterized by:		
	a. Starting from the referee's top position.		
	b. Grasp the far ankle of down man with right arm.		
	c. Simultaneously, reach under the opponent's chest and grasp his far arm just above the elbow.		
	d. Pull on ankle and elbow while pushing forward opponent's far shoulder with chest.		
	e. Force opponent to mat.		
	The student will:		
	4.1 Execute a far arm-far ankle breakdown on an opponent in 3 attempts.	IV	
Head Lever	5. To demonstrate the head lever breakdown in a style characterized by:		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Starting from the referee's top position.		
	b. Slide hand down opponent's arm to wrist.		
	c. Place head in opponent's armpit and push forward.		
	d. Pull left arm back and away from from body. Drive head forward until opponent is flat on mat.		
	The student will:		
	5.1 Execute the head lever breakdown on opponent in 3 attempts.	IV	
Escapes Sit out	6. To demonstrate the sit out in a style characterized by:		
	a. Starting from referee's bottom position.		
	b. Lift outside leg by stepping forward while grabbing opponent's right hand.		
	c. Pivot on left hand and swing near leg through to sitting position.		
	d. Pull near arm free.		
	e. Turn to face opponent by dropping left shoulder and rolling left.		
	The student will:		
	6.1 Execute the sit out on an opponent in 3 attempts.	IV	
Reversal Side Roll	7. To demonstrate the side roll in a style characterized by:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Start from referee's bottom position.		
	b. Grab opponent's right arm at wrist.		
	c. Slide right knee up against left knee.		
	d. Throw left arm out, turn right shoulder under and roll.		
	e. Pull opponent with the roll.		
	f. Turn toward opponent as student comes up on top.		
	The student will:		
	7.1 Execute the roll on an opponent in 3 attempts.	III	
Switch	8. To demonstrate the switch in a style characterized by:		
	a. Starting in the referee's bottom position.		
	b. Free the inside arm and place it 6 inches past outside arm.		
	c. Lift outside knee off of mat.		
	d. Pivot on inside hand and outside foot and bring inside leg through and rotate hips outward.		
	e. Throw weight on opponent's shoulder.		
	f. Reach back with outside arm, grasp opponent near thigh from underneath.		
	g. Turn until on top of opponent.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	8.1 Execute a switch on an opponent in 3 attempts.	IV	
Pinning Combination Half Nelson Crotch	9. To demonstrate the half nelson-crotch pinning combination in a style characterized by:		
	a. Starting in referee's top position.		
	b. Break opponent to mat.		
	c. Reach under opponent's inside arm on back of opponent's neck.		
	d. Stay on toes perpendicular to opponent.		
	e. Apply pressure upward on opponent's shoulder and downward on opponent's neck.		
	f. Slide other arm inside crotch of legs of opponent.		
	g. Pike opponent to put weight on opponent's shoulder.		
	h. Extend the half nelson by placing back on hand near center of opponent's chest.		
	The student will:		
	9.1 Execute the half nelson-crotch pinning combination on an opponent in 3 attempts.	III	
Cradle	10. To demonstrate the cradle pinning combination in a style characterized by:		
	a. Starting from top position with opponent on his back.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Slide arm around back of opponent's neck.		
	c. Slide other arm around opponent's leg or legs.		
	d. Bring arms together and lock hands.		
	e. Rock opponent back on shoulders.		
	f. Secure opponent's position by bracing with right knee on opponent's back.		
	The student will:		
	10.1 Execute the cradle pinning combination on an opponent in 3 attempts.	IV	
Knowledge Rules and Terminology	11. To demonstrate an understanding of basic rules and terminology in wrestling the student will identify the following:		
	11.1 Referee's position	III-IV	
	11.2 Fall	III-IV	
	11.3 Escape	III-IV	
	11.4 Reverse	III-IV	
	11.5 Near fall	III-IV	
	11.6 Counter	III-IV	
	11.7 Stalling	III-IV	
	11.8 Periods in a match	III-IV	
	11.9 Minutes in a period	III-IV	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Scoring	12. To demonstrate an understanding of individual scoring in wrestling, the student will identify points given for the following situations:		
	12.1 Escape	III-IV	
	12.2 Reversal	III-IV	
	12.3 Near fall	III-IV	
	12.4 Predicament	III-IV	
	12.5 Riding time	III-IV	
Illegal Holds	13. To demonstrate a knowledge of illegal holds in wrestling, the student will identify the following illegal holds:		
	13.1 Hammerlock above right angle	III-IV	
	13.2 Twisting hammerlock	III-IV	
	13.3 Full nelson	III-IV	
	13.4 Strangle holds	III-IV	
	13.5 Locking scissors	III-IV	
	13.6 Body slams	III-IV	
Attitude	14. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	III-IV	
	14.1 Take part in assigned activities.		
	14.2 Follow established safety rules.		
	14.3 Dress in appropriate attire.		
	14.4 Assist in distribution and care of equipment.		
	14.5 Work independently or in a group on skill development.		

TOPIC	SUGGESTED ACTIVITIES
Referee's Starting Positions	1. Floating Drill - The students take referee's positions on mat. At the sound of a signal, the top man shifts his weight to the top of the bottom man, his chest in the middle of the other man's back. The top man should keep his feet back, his legs spread, and his hands out. The top man moves quickly around the bottom man, maintaining chest contact and using his hands as little as possible. The top man changes direction every three or four turns or on signal. Beginners start slowly at first and gradually speed up. This drill can be varied. The top man can be required to keep his arms behind his back, to keep his eyes closed, or to execute a particular breakdown on command. This drill can also be used for conditioning. 2. This drill is used to teach the bottom man to stay on his knees. Starting from the referee's position, the top man can use any legal means to break the bottom man down. The bottom man resists by moving his base, bracing himself, and keeping the top man from controlling his legs and arms. The bottom man is not allowed to move off his knees. 3. From the referee's position, the bottom man tries to displace the top man by sitting out, turning, twisting, and moving in any direction. The top man must remain on top by keeping his chest on top and moving behind. Neither man is allowed to use any wrestling grips or holds. 4. From referee's starting positions, put wrestlers in each of the following situations and drill getting ankles and legs free: a) Single ankle secured by hand. b) Outside leg, picked up to a thigh-to-thigh position. c) Ankle hooked by opponent's leg. d) Leg riding positions. 5. The purpose of this drill is to concentrate on differing degrees of maintaining a base in relation to pressure of differing breakdowns. Drill, maintain base in the following order: a) Maintaining a basic defensive down position. b) Shifting knees in the direction of the pressure. c) Rotating on the inside knee. d) Recovering by a short sit out. e) Recovering a base from the prone position.
Breakdowns	1. With partners have students practice breakdowns by the numbers. Example: 1. Reach through and grab far arm. 2. Slide back and grab far ankle. 3. Pull far arm and lift up on ankle. 4. Drive toward far shoulder and turn opponent over.

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TOPIC	SUGGESTED ACTIVITIES
Escapes	1. Sit out - Assume the referee's bottom position and perform a short sit out and then return to the starting position. Repeat several times. Have half of class do this on signal.
General	1. Have the class warm up thoroughly, using a variety of conditioning exercises and drills. Every warm-up should include bridging. 2. Perform the individual moves against slight resistance from an opponent. 3. Perform the individual moves against full resistance from an opponent. 4. Perform the individual moves while actually wrestling. 5. Wrestling Tournament - Have students demonstrate or practice wrestling skills in a round robin tournament or elimination tournament. 6. Situation Drills - Create a situation that will emphasize the use of skills being taught. A situation such as: "You have 30 seconds to go in the match; you are behind one point; you are on bottom," is set up. The bottom man now has 30 seconds to escape in any way he can. 7. Begin actual wrestling as soon as the first skills are learned. Short bouts of 30 seconds enable pupils to develop new skills under actual conditions. Emphasize that the pupils are to use only those skills learned in class.
Conditioning	1. Hand Wrestling - Opponents place right elbows together on a flat surface and clasp right hands. The object is to cause the opponent's knuckles to touch the flat surface. 2. Leg Wrestling - Opponents lie on their backs with right hips adjacent to each other. On a signal, the right legs are interlocked. The object is to roll the opponent to his back. 3. Indian Wrestling - Opponents stand with the outside portion of their feet touching and clasp right hands. The object is to cause the opponent to lose balance and move the right foot. 4. Add a certain amount of time for each student in the floating drill for conditioning and warm-up.

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LIFETIME SPORTS

ARCHERY

ACTIVITY CONTENT OUTLINE

- I. Skill Development
  - A. Bracing the Bow
    - 1. Bow stringer (preferred)
    - 2. Step-in method
    - 3. Push-pull method
  - B. Unbracing the Bow
  - C. The Shooting Act
    - 1. Address the target
    - 2. Stance
      - a. Square
      - b. Open
      - c. Oblique
    - 3. Grip the bow
    - 4. Nock the arrow
    - 5. Draw
      - a. Extend bow arm
      - b. Set hook
      - c. Draw
    - 6. Anchor
      - a. High anchor position
      - b. Low anchor position
    - 7. Aim
      - a. Point-of-aim
      - b. Gap method of aiming
      - c. Sight shooting
    - 8. Release
    - 9. Follow-through
  - D. Retrieving Arrows
- II. Knowledge
  - A. Commands
    - 1. Address the target
    - 2. Nock
    - 3. Take aim
    - 4. Draw
    - 5. Release
    - 6. Retrieve arrows
  - B. Scoring

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ACTIVITY CONTENT OUTLINE

C. Basic Rules
  1. Target archery
  2. Field archery
    a. Flint round
    b. Field round

D. Terminology

E. Safety
  1. Equipment
    a. Selection of tackle
      1) Bow
      2) Arrow
      3) Finger tab and/or glove
      4) Quiver
      5) Arm guard
      6) Target and stand
    b. Care of tackle
  2. Rules
    a. Check all tackle for cracks, frayed strings and imperfect arrows.
    b. Never shoot with a damaged bow, worn strings, or splintered arrows or those improperly fletched.
    c. Make certain arrows are long enough to avoid pulling arrow within the bow.
    d. Be sure bow is properly braced.
    e. Observe commands at all times.
    f. After shooting, step back to safety line until signal is given for retrieving arrows.
    g. If an arrow falls from the bow, retrieve it only if it can be reached by the use of the bow.
    h. Never point an arrow at anyone.
    i. In drawing arrow from target, be certain there is no one behind who might be injured.

F. History of the Game

G. Novelty Games

  1. Tic-tac-toe
  2. Balloon shoot
  3. Clout shooting

H. Skill Execution

III. Attitude

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Bracing the Bow "Step-in Method"	1. To demonstrate the step-in method of bracing the bow in a style characterized by: a. Hold upper limb with left hand. b. Place lower tip of bow over the top of arch of right foot. c. Step left leg between string and and face of bow. d. Left hand brings bow up with face against back of left thigh. e. Left hand placed on upper limb, pressing bow forward. f. Right index finger and thumb push loop of string into bow nock.		
	The student will:		
	1.1 Brace the bow correctly.	10	
Unbracing the Bow "Step-in Method"	2. To demonstrate the step-in method of unbracing the bow in a style characterized by: a. Hold upper limb with left hand. b. Place lower tip of bow over top of arch of right foot. c. Step left leg between string and face of bow. d. Left hand brings bow up with face against back of left thigh. e. Left hand on upper limb, pressing bow forward.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	f. Right index finger and thumb pull loop of string out of nock onto limb.		
	The student will:		
	2.1 Unbrace the bow correctly.	10	
Shooting "Releasing"	3. To demonstrate the ability to release an arrow in a style characterized by:		
	a. Square stance, right angles to shooting line.		
	b. Nock arrow with bow horizontal to ground, arrow with cock feather up, on top of string.		
	c. Extend bow arm with bow held vertically, hook three fingers on string at first joint, index finger above and next two fingers below arrow.		
	d. Pull back against string; at full draw there should be a line from tip of arrow through elbow.		
	e. Anchor first and second joints of index fingers on draw hand under jawbone; string cuts center of nose, mouth and chin.		
	f. Aim is taken.		
	g. Release is smooth, holding position until arrow hits.		
	The student will:		
	3.1 Execute a proper and smooth release, 2 out of 3 times.	10	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Aiming "Point-of-Aim Method"	4. To demonstrate proficiency in aiming and the ability to hit the target in a style characterized by:		
	a. Proper stance.		
	b. Proper nock.		
	c. Proper draw.		
	d. Point of arrow aimed at an auxiliary object.		
	e. Smooth release.		
	The student will:		
	4.1 Execute point-of-aim method and hit the target, 3 out of 6 times, from a distance of 20 yards.	10	
	4.2 Sixteen out of 30 times from a distance of 20 yards.	IV	
Retrieve Arrows	5. To properly remove arrows from target in a style characterized by:		
	a. Pick up arrows on ground first, pull out so as not to damage fletching.		
	b. Remove arrows from target, highest to lowest.		
	c. Place back of hand against target face, arrow between index and middle fingers.		
	d. Grasp arrow a few inches from target with other hand and gently rotate outward.		
	The student will:		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	5.1 Remove arrows correctly from target.	10	
Commands	6. To demonstrate a knowledge of commands characterized by:		
	a. Address the target.		
	b. Nock.		
	c. Take aim.		
	d. Draw.		
	e. Release.		
	f. Retrieve arrows.		
	The student will:		
	6.1 Shoot arrows as directed by commands at all times.	10	
Rules	7. To demonstrate an understanding of rules, the student will:		
	7.1 Identify the values of colors for target archery.	10	
	7.2 Score 5 ends of shooting from a distance of 20 and 10 yards respectively.	10	
	7.3 Observe basic rules for target archery:		
	a) Straddle the shooting line.	10	
	b) Stand 3 yards back of line when not shooting.	10	
	c) In a round requiring shooting from several distances, begin shooting from the greatest distance.	10	
	d) An arrow leaving bow is considered shot if archer cannot reach it without bow.	10	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	e. All shooting stops on two blasts of captain's whistle.	10	
Terminology	8. To demonstrate an understanding of basic terms the student will identify the following:		
	8.1 Addressing the target.	10	
	8.2 Brace the bow.	10	
	8.3 Unbrace the bow.	10	
	8.4 Target face.	10	
	8.5 Nocking the arrow.	10	
	8.6 Draw.	10	
Safety	9. To demonstrate an understanding of basic safety rules the student will:		
	9.1 Check all tackle for cracks, frayed strings, imperfect arrows.	10	
	9.2 Be properly equipped with glove or tab-and-aim guard.	10	
	9.3 Never draw a bow without an arrow in it.	10	
	9.4 Make certain arrows are long enough.	10	
	9.5 Observe commands.	10	
	9.6 After shooting, remain behind safety line.	10	
	9.7 Always be conscious of possible danger of bows and arrows.	10	

LIFETIME SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
History	10. To demonstrate a basic understanding of the history of archery, the student will identify:		
	10.1 Earlier variations of the sport.	IV	
Skill	11. To demonstrate an understanding of basic skill execution of the following skills:	IV	
	a. Bracing and unbracing the bow.		
	b. Stance.		
	c. Grip.		
	d. Nocking.		
	e. Drawing and anchoring.		
	f. Aim.		
	g. Release.		
	The student will:		
	11.1 Identify one proper skill technique about each skill.	10	
	11.2 Assist a classmate in shooting arrows and correction of performance errors.	10	
Attitude	12. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	10	
	12.1 Take part in assigned activities.		
	12.2 Follow established safety rules.		
	12.3 Dress in appropriate attire.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	12.4 Assist in distribution and care of equipment.		
	12.5 Work independently or in a group on skill development.		

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TOPIC	SUGGESTED ACTIVITIES
Bracing the Bow. Unbracing the Bow. The Shooting Act.	1. Students will practice action without loading the bow. Mimic action of each skill performed prior to shooting.
	2. Students practice alone, checked for form by instructor and by peers.
	3. Shoot from close distance in the beginning and finally from the distance to be used for measurement.
	4. Limit 4 students per target.
	5. Allow students to handle bow early in the unit.
	6. Post technique charts.
	7. Provide a target captain for each target.
	8. Have students exercise for increasing muscle strength before and during the unit.
	9. Students will practice safety at the beginning of the unit and at all times for the duration of the unit.
	10. Group left-handed shooters at the right end of the firing line.
	11. Require the use of proper terminology in all class discussions or demonstrations.
	12. Provide a clipboard with score sheets and pencils for each target. Record all scores.
	13. Stagger targets, allowing practice at different distances. Never stagger firing line.
	14. Require each student to maintain a log book for recording practice scores.
	15. Post high scores.
	16. If video-taping equipment is available, tape students for skill analysis.
Skill Development	17. Use novelty factors during practice sessions, such as balloons, student pictures, tic-tac-toe board, and pictures of animals attached to target.
	18. Post class progress charts.
General Knowledge	19. Crossword puzzles or scrambled word games are useful to increase knowledge of rules and terminology.

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ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Grip

- B. Stroking
  - 1. Clear
    - a. Underhand
    - b. Overhead
  - 2. Drop
    - a. Net
    - b. Overhead
  - 3. Serve
    - a. High deep
    - b. Low short
  - 4. Smash
  - 5. Drive

- C. Court positions
  - 1. Ready position
  - 2. Movement during singles play
  - 3. Movement during doubles play
    - a. Parallel position
    - b. Up-and-back position

II. Knowledge

- A. Game Rules
  - 1. Singles
  - 2. Doubles

- B. Scoring
  - 1. Singles
  - 2. Doubles
  - 3. Setting

- C. Playing Court
  - 1. Singles
  - 2. Doubles

- D. Equipment
  - 1. Identification
  - 2. Care

- E. Terminology

ACTIVITY CONTENT OUTLINE

- F. Skill Execution
- G. Strategy
- H. Safety Precautions
- I. Etiquette
- J. History of Badminton
- K. Nature of Badminton
- L. Values of Badminton
- M. Conditioning
- N. Tournament Play

III. Attitude

- A. Responsibilities to Other Court Players
- B. Care of Equipment
- C. Participation

BADMINTON

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Grip	1. To demonstrate the correct grip in a style characterized by:		
	a. Shaking hands with the racquet.		
	b. Placing the "V" which is formed by the thumb and index finger on the tip side of the handle.		
	c. Holding the racquet lightly with the thumb and index finger applying most of the pressure.		
	d. Holding the racquet so that the face is an extension of the palm of the hand.		
	e. Placing the index finger around the handle as in a position to "pull a trigger."		
	The student will:		
	1.1 Demonstrate the correct grip.	5	
	1.2 Use the correct grip during play.	7	
Underhand Clear	2. To demonstrate a correct underhand clear in a style characterized by:		
	a. Facing the expected point of contact.		
	b. Rotating the pelvis, upper arm, and forearm toward the expected point of contact shifting body weight from the rear to the forward foot.		
	c. Sending the shuttle high and deep into the opponent's court.		
	The student will:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	2.1 Return a shuttle over the net with an underhand forehand clear, 2 out of 4 attempts.	5	
	2.2 Return the shuttle over the net with an underhand backhand clear, 1 out of 4 attempts.	5	
	2.3 Return a shuttle with a forehand underhand clear sending it to the back 1/3 of the opponent's court, 2 out of 5 attempts.	7	
	2.4 Return a shuttle with a backhand underhand clear performed as above, 1 out of 5 attempts.	7	
	2.5 With an underhand forehand clear, return a shuttle from the back 1/3 of the court clearing a rope stretched 9' high parallel to and 9' in from the end line of the opponent's court in 2 out of 5 attempts.	IV	
	2.6 With a backhand clear, perform as above in 2 out of 5 attempts.	IV	
Overhead Clear	3. To demonstrate a correct overhead clear in a style characterized by: a. Facing the sideline as the shuttle approaches on the forehand side. b. Facing the sideline or backline as the shuttle approaches on the backhand side. c. Sequentially building force with pelvic, upper arm, and forearm rotation toward the expected point of contact.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Striking the shuttle as high as one can comfortably reach.		
	e. Sending the shuttle high and deep into the opponent's court.		
	The student will:		
	3.1 Return the shuttle over the net with an overhead forehand clear, 2 out of 5 attempts.	5	
	3.2 Return a shuttle over the net with an overhead backhand clear, 1 out of 5 attempts.	5	
	3.3 Return a shuttle with an overhead forehand clear to the back 1/3 of the opponent's court, 2 out of 5 attempts.	7	
	3.4 Return a shuttle with an overhead backhand clear to the back 1/3 of the opponent's court, 2 out of 5 attempts.	IV	
	3.5 With an overhead forehand clear, return a shuttle from the back 1/3 of the court clearing a rope stretched 9' high parallel to and 9' in from the end line of the opponent's court in 2 out of 5 attempts.	IV	
	3.6 With an overhead backhand clear, perform as above, 2 out of 5 attempts.	IV	
Net Drop	4. To demonstrate a correct net drop in a style characterized by:		
	a. Positioning the dominant leg forward toward the expected point of contact.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Using a short backswing.		
	c. Guiding the shuttle over the net by swinging from the shoulder.		
	d. Sending the shuttle softly over the net to drop vertically to the court.		
	The student will:		
	4.1 With a forehand net drop, return the shuttle into the opponent's forecourt, 3 out of 5 attempts.	III	
	4.2 With a backhand net drop, return the shuttle into the opponent's forecourt, 2 out of 5 attempts.	III	
	4.3 With a forehand net drop, return the shuttle under a rope stretched 18" above the net into the forecourt of the opponent in 3 out of 10 attempts.	IV	
	4.4 With a backhand net drop, perform as above, 3 out of 10 attempts.	IV	
Overhead Drop	5. To demonstrate a correct overhead drop in a style characterized by:		
	a. Using the same body mechanics as for an overhead clear with much less upper arm and forearm rotation.		
	b. Facing the proper boundary line.		
	c. Contacting the shuttle forward of the body.		
	d. Following through toward the target area.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	e. Sending the shuttle as close as possible to the net on the opponent's side of the court.		
	f. Making the shot as deceptive as possible.		
	The student will:		
	5.1 With an overhead forehand drop, return the shuttle into the opponent's forecourt, 2 out of 5 attempts.	III	
	5.2 With an overhead backhand drop, return the shuttle into the opponent's forecourt, 1 out of 5 attempts.	III	
	5.3 With an overhead forehand drop, return the shuttle into the opponent's forecourt, 2 out of 5 attempts.	IV	
	5.4 With an overhead backhand drop, return the shuttle into the opponent's forecourt, 2 out of 5 attempts.	IV	
High Deep Serve	6. To demonstrate the correct high deep serve in a style characterized by:		
	a. Facing the sideline.		
	b. Beginning with the racquet and shuttle held high.		
	c. Dropping the shuttle before beginning the swing.		
	d. Using the cumulative force of the forward rotation of the pelvis, upper arm, and forearm.		
	e. Forcing the shuttle high and deep into the service court.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	f. Finishing with the racquet head above the shoulders and palm facing downward.		
	The student will:		
	6.1 Serve 2 out of 5 shuttles into a diagonal opposite singles service court.	5	
	6.2 Serve 2 out of 5 attempts into the diagonal singles service court over a rope stretched 9' high above the net with the shuttle landing in the back 1/3 of the court.	7	
	6.3 Serve 3 out of 5 attempts into the diagonal singles court over a rope stretched 9' high parallel to and 9 feet in from the end line.	IV	
Low Short Serve	7. To demonstrate the correct low short serve in a style characterized by:		
	a. Taking a full backswing, pausing at full reach.		
	b. Making body rotation as for the high deep serve but slower.		
	c. Dropping the shuttle before starting the swing.		
	d. Keeping the arm bent and the forearm rotated backward during the swing.		
	e. Pushing the shuttle low over the net and just over the line into the service court.		
	The student will:		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	7.1 Serve 3 out of 5 attempts into the front 1/3 of the diagonal doubles service court.	7	
	7.2 Serve 3 out of 5 attempts under a rope stretched 18" above the net into the front 1/3 of the diagonal doubles service court.	IV	
Smash	8. To demonstrate a correct smash in a style characterized by:		
	a. Moving to a position slightly behind the expected point of contact facing the proper boundary.		
	b. Exaggerated rotating of the pelvis, upper arm, and forearm.		
	c. Throwing the arm upward and leading with the elbow.		
	d. Contacting the shuttle high, with a downward racket angle and as vigorously as possible.		
	The student will:		
	8.1 Return a shuttle with a smash, sending it downward into the opponent's court, 1 out of 5 attempts.	III	
	8.2 Return a shuttle with a smash, sending it downward with force in 3 out of 5 attempts.	IV	
Court Position	9. To demonstrate the correct court position during play in a style characterized by:		
	a. Keeping the weight evenly distributed with feet spread about shoulder-width apart.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Keeping the eyes focused on the shuttle.		
	c. Keeping the racket head at eye level.		
	d. Being alert so that quick movement in any direction is possible.		
	e. Moving quickly to the center of the player's section of the court after each shot.		
	f. Using the parallel or up-and-back position in doubles when most advantageous in the situation.		
	The student will:		
	9.1 Upon verbal command demonstrate the correct court position.	5-7	
	9.2 During play return as quickly as possible to the center of the court.	5-7	
	9.3 Identify the parallel and up-and-back positions for doubles according to specific situations.	7	
	9.4 Apply the parallel or up-and-back positions advantageously in a game situation.	IV	
Rules	10. To demonstrate an understanding of the rules of badminton, the student will:		
	10.1 Recall the following rules: a) The serve must be delivered to the diagonal service court.	5	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b) The serve must be delivered underhand.		
	c) The shuttle may be hit only once before it crosses the net.		
	d) In singles when the server's score is even, the next serve must be delivered from the right court; when odd, the left court.		
	e) A shuttle hitting the line is considered in bounds.		
	10.2 Apply the singles rules in a game situation.	5	
	10.3 Recall and apply official rules for singles and doubles game play.	7	
Scoring	11. To demonstrate an understanding of scoring the student will:		
	11.1 Score a singles game correctly, except setting.	5	
	11.2 Score a doubles game correctly, except setting.	7	
	11.3 Apply official rules and scoring including setting in singles and doubles match play.	IV	
Court	12. To demonstrate knowledge of the boundaries of the court, the student will:		
	12.1 Identify each line of the singles court and each singles service court.	5-7	
	12.2 Identify each line of the doubles court and each doubles service court.	7	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Equipment	13. To demonstrate knowledge of equipment, the student will:		
	13.1 Name the following parts of the racquet: head, face, "sweet spot," neck, shaft, and grip.	5-7	
	13.2 Identify the equipment necessary to play badminton including the shuttle, racket, net, and court.	5-7	
Skill Execution	14. To demonstrate an understanding of proper body mechanics in executing badminton skills, the student will:		
	14.1 Answer questions indicating knowledge of 3 out of 5 of the following concepts: a) Drop the shuttle before beginning the arm swing in serving. b) Face the expected point of contact during the underhand shots. c) Contact the shuttle as high as possible for overhead shots and slightly forward for the smash. d) Body weight shifts from the back to the forward foot. e) Demonstrating the correct grip is like shaking hands with the racket.	5	
	14.2 Answer questions indicating knowledge of 1 out of 3 of the following concepts: a) The thumb and index finger apply most of the pressure when holding the racquet. b) Rotation of the forearm is essential for high shuttle velocity. c) Net drop shots are "guided" over the net rather than "hit."	7	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	14.3 Draw the correct flight pattern of the different shots.	IV	
Strategy	15. To demonstrate knowledge of good strategy, the student will:		
	15.1 State at least 2 of the following 4 strategies: a) Most singles serves should be high and deep into the service court. b) Return to the middle of the court after every shot. c) Shots should be placed so that the opponent must run to return the shuttle. d) Return to the "ready position" after each shot.	5	
	15.2 State at least 1 of the following 3 strategies: a) The low short serve should be used most often in doubles play. b) When the low serve is used, the server and/or receiver should play the "up" position. c) Execute as many downward shots as possible.	7	
	15.3 Apply the following strategies during match play: a) Move the opponent up and back during play. b) Return to ready position after each shot. c) Use the low short serve most in doubles. d) Use the high deep serve most in singles. e) Hit a high clear when in trouble.	IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Tournaments	16. To demonstrate knowledge of tournament play, the student will:		
	16.1 Identify the following types of tournaments: a) Single elimination. b) Double elimination. c) Round robin. d) Ladder.	III	
	16.2 Play in a ladder tournament during class.	IV	
	16.3 Given several examples of tournaments, identify specific opponents.	IV	
	16.4 Verbalize the following tournament etiquette concepts: a) Arrive at the playing court early and take practice strokes before match time. b) Report results to the tournament director immediately following a match.	IV	
Attitude	17. To demonstrate a proper attitude while participating in badminton play, the student will:		
	17.1 Avoid interference with the play of others by staying clear of their court.	5-7	
	17.2 Assist players on other courts by returning a shuttle which lands in the student's court.	5-7	
	17.3 Help keep the server supplied with a shuttle without delay.	5-7	
	17.4 Demonstrate a responsible attitude by removing a shuttle from the net properly.	5-7	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	17.5 Cover his/her area of the court during play without encroaching into another player's area.	5-7	
	17.6 Demonstrate interest in playing by making at least one challenge in a ladder tournament during each class period designed for tournament play.	IV	
	17.7 Refrain from arguing line calls.	5-7	
	17.8 When in doubt, make the call in opponent's favor.	5-7	
Attitude	18. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	5-7	
	18.1 Take part in assigned activities.		
	18.2 Follow established safety rules.		
	18.3 Dress in appropriate attire.		
	18.4 Assist in distribution and care of equipment.		
	18.5 Work independently or in a group on skill development.		

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TOPIC	SUGGESTED ACTIVITIES
Grip	1. Rest the racket head on its edge on the floor. Grasp the racket with the dominant hand and "shake hands" with it. Upon command change to the backhand grip. Assume the grip commanded by the leader. The leader or a partner checks that the grip is correct.
Underhand	1. Using the grip as above, tap the shuttle or fleece underhand and on the forehand side of the body into the air as high as possible maintaining control for 15 seconds. Count the number of consecutive hits. Repeat on the backhand side. The time may be increased as proficiency increases. A partner should check to determine that the correct grip is maintained throughout the drill. 2. Self-drop: Drop a shuttle, stroking with an underhand pattern and sending the shuttle over the net. Repeat 10 times.
Overhead Clear	1. Rally in rotation: #1 underhand clears to #2 who overhead clears to #3. Continue overhead clearing in numerical order. 1 3 5 ——— 2 4 6
Net Drop	1. Drill for 8: Using 4 shuttles, A's hit net drop shots to each other or B's hit overhead clears to each other. A's and B's might change positions at a specified time. B B A A ——— A A B B 2. Little Games: This is designed for practice of a particular stroke with one set of partners on a whole court or half court. Low serve and net play - Play between the net and the short service line and the side lines as designated. Points are scored by the server until the designated game point is reached.
Serve	1. Serve "X" number of shuttles or fleece balls from behind the service line into the diagonal service court. 2. Serve to targets: Serve "X" number of shuttles to a target on the court. Increase difficulty by: decreasing the size of the target; adding a rope at least 6" above the net below which the short low serve should pass; or placing a rope 9' in from the back line over which the long high serve must pass.

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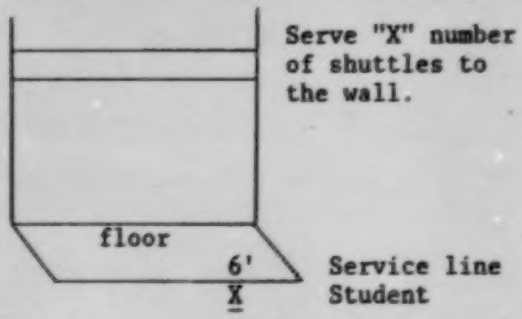
TOPIC	SUGGESTED ACTIVITIES
	3. Wall service: Mark a wall:  Serve "X" number of shuttles to the wall.
Smash	1. Basket stroking: This drill is best used with students 5'6" or under. Stand about 2 feet behind the webbing of the basket of the basketball goal. Swing with the overhead pattern on either or both sides making contact between the racquet head and the basket.
Conditioning	1. Weight conditioning: This can be used to increase strength in the forearm and wrist. Use a piece of broom handle cut to 1 foot and attach a 5-lb. weight with a 3-foot length of heavy cord. Player extends arms at shoulder level while winding and unwinding the cord around the stick a specified number of times. 2. Rope skipping: Using single jumps, jump for a specified time and count successful jumps or jump a specified number of times. Increase degree as appropriate. To add variety, create patterns and/or put to music.
General Stroking	1. Mimic Drill: Upon command the student strokes an imaginary shuttle with the trip and pattern specified. 2. Partner rally: With a partner, keep a shuttle in play stroking with any or specified strokes. Continue for a specified time or until "X" number of misses. 3. Double Doubles: This game is played by official doubles rules except that there are four players on each side instead of two. When the "side is out," the two back players change positions with the two front players. Front players receive the serve and play the net. 4. Half Court Singles: Play according to official rules except there is no diagonal service court. 5. Wall Rally: Using any or specified strokes with the appropriate grip, keep the shuttle in play to the wall during a 15-second trial. Count the number of times the shuttle contacts the wall during the trial. 6. Target Hitting: When stroking a dropped shuttle or one hit to the player, the shuttle lands in a specified section of the opponent's court or targets.

TOPIC	SUGGESTED ACTIVITIES
	7. Clock Drill: The player assumes the center position of an imaginery clock face. When the leader calls a specific hour, the player using proper footwork executes a specified stroke at that hour position. After each stroke, the player returns to the center and assumes the "ready position." 8. Partner rally with specific stroke combinations: Smash - partner #1 shallow clears and partner #2 smashes; change roles after a specified time or number of shuttles. Serve, drop, clear - #1 hits high long serve, #2 hits overhead drop, #1 hits a net drop, #2 hits underhand clear, and repeat.
Court Position	1. Demonstrate "ready position" upon command. 2. Mimic drill assuming ready position between each stroke. 3. Partner is able to correct incorrect ready position during play or as staged.
Knowledge	1. Question "Bee" or Spelling "Bee" - A team has any number of players but is equal to the opposing team. The serving team is determined by chance. The serving team scores 1 point for each correct answer and continues to be questioned until a miss, "side-out." The receiving team now becomes the serving team as in singles play. Continue until 11 points are reached. Questions may be repeated. This game may be modified to incorporate doubles concepts: Play to 15 points and change service after two "hands-out." Setting may be incorporated according to student readiness. 2. Anagrams of terms - Mix letters of badminton terms for students to unscramble. 3. Invite advanced players to play a demonstration match with accompanying instruction. Allow for a question and answer period. 4. Provide each student with a "study guide" or "question sheet" which the student answers using reference material. Use this material to structure class discussion. 5. Drop-off Doubles: Play according to official rules. When a rally has ended, the player making an error is replaced by someone waiting to play. 6. Teacher and/or students in each class construct a crossword puzzle. Distribute the puzzle of one class to a different class to solve. 7. Provide teacher-made self-tests at appropriate intervals; written, verbal, and/or performance. 8. Use a teacher and/or student bulletin board conveying specified information or asking questions which would stimulate the student to make a decision or value judgment.

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TOPIC	SUGGESTED ACTIVITIES
	9. Use visual aids available free, rental and/or purchase through the state film library and commercial companies. Teacher-made audiovisual aids are usually very beneficial.
	10. Have students assist in producing a slide/tape or filmstrip presentation of rules, etiquette, and/or skill.
Attitude	1. Have students write two paragraphs, one describing a player with a good attitude and one with a bad attitude. The results could be incorporated in a cartoon bulletin board.
	2. Describe a situation which has occurred during class involving unsportsmanlike behavior. Give three possible reactions, including one negative, to the situation. Ask students to select the best reactions. Allow discussion and allow a student to change his/her selection at any time. Continue the discussion until the moderator feels it is counter-productive.

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BOWLING

ACTIVITY CONTENT OUTLINE

I. Skill Development

  A. The Delivery
    1. Gripping the ball
      a. Straight ball delivery
      b. Hook ball delivery
    2. Stance
    3. One-step delivery
      a. Ready position
      b. Pendulum swing
      c. Push away
    4. Four-step approach
      a. Position from foul line
      b. Push away
      c. Pendulum swing
      d. Slide
    5. Release
    6. Follow-through

  B. Aiming the Ball
    1. Pin bowling
    2. Spot bowling

  C. Styles of Bowling
    1. Strike bowling
    2. Spare bowling

II. Knowledge

  A. Scoring
    1. Pin identification
    2. A strike
    3. A spare

  B. Basic Rules
    1. Legal pinfall
    2. Illegal pinfall
    3. Dead ball
    4. Foul

  C. Terminology

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ACTIVITY CONTENT OUTLINE

D. Safety
  1. Equipment
    a. Selection of ball
    b. Handling the ball
    c. Pin setting (gym bowling)
  2. Rules
    a. Be ready to bowl when it is your turn.
    b. Respect the lane.
    c. Take practice swing only on the approach.
    d. After bowling, move away from the approach.

E. History of the Game

F. Game Bowling

G. Skill Execution

III. Attitude

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Grip	1. To demonstrate the grip for bowling a ball in a style characterized by: a. Position ball in front of body. b. Place thumb on top at 12 o'clock position for a straight ball delivery. c. Place thumb at 10 o'clock position for a hook ball delivery.		
	The student will:		
	1.1 Execute the proper grip for a a straight ball.	5	Use Pringle cans, milk cartons, dishwashing soap bottles or other similar containers to make pins.
	1.2 Execute the proper grip for a hook ball delivery within 3 attempts.	III	
	1.3 Bowl a game using the proper grip for a straight ball delivery.	8	
Stance	2. To demonstrate a stance that is comfortable in a style characterized by: a. Facing pins, shoulders parallel to foul line. b. About 15' back of foul line. c. Left foot slightly in front (right handed). d. Ball held in right hand (right handed), supported by left hand, about waist high.		
	The student will:		
	2.1 Execute a proper stance on the four-step approach within 3 attempts.	5-8	

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BOWLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Four-step Approach	3. To demonstrate the four-step approach in a style characterized by:		
	a. Feet parallel, foot opposite bowling hand 4½" ahead of other, body weight on forward foot.		
	b. Start with right foot (if right handed), execute push away.		
	c. While second step is taken, extended right arm swings down.		
	d. On the third step, right arm continues backward to a position parallel to the floor.		
	e. As fourth step begins the slide forward, arm moves forward toward release point.		
	The student will:		
	3.1 Execute the approach correctly in bowling a straight ball within 3 attempts.	5	
	3.2 Execute the approach correctly in bowling a hook ball within 3 attempts.	III	
	3.3 Bowl a game using the four-step approach.	8	
Aiming Pin Bowling	4. Demonstrate the proper method of aiming for pin bowling in a style characterized by:		
	a. Starting position, center of approach.		
	b. Shoulders aligned squarely to target.		

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Looking at pins, drawing an imaginary line between spot of release to a point between the 1-3 pocket.		
	The student will:		
	4.1 Roll a straight ball and hit the 1-3 pocket.	5	1-2 pocket for left handers.
	4.2 Roll a hook ball and hit the 1-3 pocket, 3 out of 5 times.	III	
	4.3 Bowl a game hitting the 1-3 pocket twice.	8	
Spot Bowling	5. To demonstrate the proper method of aiming for spot bowling in a style characterized by:		
	a. Starting position, center of approach.		
	b. Shoulders aligned squarely to target.		
	c. Draw an imaginary line from arrow where ball will cross to 1-3 pocket.		
	d. During delivery keep eyes on arrow being used as sighting mark.		
	The student will:		
	5.1 Roll a straight ball aiming with a range finder within 2 attempts.	II	
	5.2 Roll a hook ball aiming with a range finder within 2 attempts.	III	
	5.3 Bowl a game aiming with a range finder on each ball rolled.	IV	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Strike Bowling	6. To demonstrate the correct approach and follow-through for bowling a strike in a style characterized by:		
	a. Comfortable stance.		
	b. Grip.		
	c. Position for start approximately 4½ steps from foul line.		
	d. Four-step approach.		
	e. Ball released beyond foul line, thumb in consistent position.		
	f. After release continue hand forward.		
	The student will:		
	6.1 Bowl two games, aiming for a strike, with a minimum score of 50 per game.	8	
	6.2 Bowl two games, aiming for a strike, with a minimum score of 60 per game.	IV	
Spare Bowling	7. To demonstrate the correct position for converting spares in a style characterized by:		
	a. Stance.		
	b. Four-step approach.		
	c. Release.		
	d. Follow-through.		
	The student will:		
	7.1 Convert the 3-5-6 pin spare, aiming for the 9 pin, 2 out of 3 times.	III	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	7.2 Roll a ball over the correct lane marks to convert a 7-pin spare.	IV	
Knowledge of Scoring	8. To demonstrate an understanding of of scoring, the student will:		
	8.1 Identify the pins by number and position.	III	
	8.2 Complete a scoring problem.	III	
	8.3 Score 2 games with 75% accuracy.	8	
Knowledge of Rules	9. To demonstrate an understanding of basic rules, the student will know the following rules:		
	9.1 Two balls are rolled in each frame.	5	Exceptions: Strike or 10th frame.
	9.2 A game consists of 10 frames.	5	
Legal Pinfall	9.3 The counting of each delivery of the ball unless the ball is ruled dead.	5	
	9.4 Pins knocked down by a rebounding pin or pins are counted as down.	5	
	9.5 Pins that are knocked down by a ball first entering the gutter do not count.	8	
Illegal Pinfall	9.6 An illegal pinfall involves cases where the ball that is rolled counts but the pins knocked down do not count.	III	
Dead ball	9.7 A dead ball does not count as a ball.	8	
Foul	9.8 A foul occurs when a part of bowler's body touches or goes	8	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	beyond the foul line during or after an otherwise legal delivery.		
Terminology	10. To demonstrate an understanding of basic terms related to bowling the student will identify the following terms:		
	10.1 Strike	5	
	10.2 Spare	5	
	10.3 Pocket	III	
	10.4 Gutter	5	
	10.5 Split	8	
	10.6 King pin	8	
	10.7 Frame	8	
	10.8 Lane	8	
	10.9 Gutter ball	8	
Safety	11. To demonstrate an understanding of basic safety rules, the student will:		
	11.1 Identify basic safety practices.	5-8	
	11.2 Identify correct procedures for handling the ball.	5-8	
	11.3 Comply with safety precautions.	5-8	
History	12. To demonstrate a basic understanding of the history of bowling, the student will identify:		
	12.1 Earlier variations of the modern game.	III	

BOWLING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Skill Execution	13. To demonstrate an understanding of basic skill execution of the following skills: a. Grip b. Stance c. Approach d. Delivery		
	The student will:		
	13.1 Identify one proper skill technique about each skill.	5-8	
	13.2 Assist a classmate in practicing the four-step approach and correction of performance error.	IV	
Attitude	14. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	5-8	
	14.1 Take part in assigned activities.		
	14.2 Follow established safety rules.		
	14.3 Dress in appropriate attire.		
	14.4 Assist in distribution and care of equipment.		
	14.5 Work independently or in a group on skill development.		

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BOWLING

TOPIC	SUGGESTED ACTIVITIES
Grip, Stance, Delivery	1. Students will practice a one-step delivery without the ball. 2. Students will practice a one-step delivery rolling a softball to a partner. 3. Students will practice a one-step delivery rolling a gym bowling ball using a straight ball delivery toward a pin or object; two pins; three pins; ten pins; from a distance of 40 feet. 4. Bowl in order: a. Three pins and a ball. b. Student bowls so that the pin on left is knocked down, then the middle pin, and then the pin on the right. Three balls may be used per turn. c. If three pins are knocked over in proper order, 10 points; if all are knocked over but not in order, 5 points; if fewer than three are knocked over, 1 point is scored for each pin knocked over. 5. Base Bowling a. Four Indian clubs, one softball. b. Indian clubs are positioned in the form of a softball diamond and are numbered in counterclockwise order. Student starts behind the approach line and bowls at pin #1. If that pin is knocked over, the pupil bowls at pin #2, while standing on first base. Continue to next base even if the pin is not knocked down. Bowler stands a base behind the one at which he is bowling. c. One point is given for each pin knocked down; four is the maximum per round. Bowler with highest score at end of four rounds is the winner. Stepping over the foul line or beyond base area, not bowling ball or bounding ball causes loss of point and turn. 6. Students will practice a four-step delivery without the ball. 7. Students will practice a four-step delivery rolling a softball to a partner. 8. Students will practice a four-step delivery rolling a gym bowling ball using a straight ball delivery toward a pin or object; three pins; from a distance of 40 feet.
Aiming	1. Aim Relay a. Five pins and one ball per team. b. One pin is set up in each lane. First student tries to knock it down. If he fails, then the second student tries. If the first student succeeds in knocking the pin down, a second student attempts to knock down two pins. This continues until 5 pins are set up and knocked down. Each student rolls only one ball per turn.

TOPIC	SUGGESTED ACTIVITIES

   - c. The team rolling lowest number of balls in knocking over the five pins is the winner.
2. 1-3 pocket
   - a. First player rolls the ball aiming for the 1-3 pocket. If it hits the pocket, one point is scored for the team. The team with the highest score at the end of a time limit wins.
3. Strike Variation
   - a. Ten points are given for a strike as a result of rolling the ball into the 1-3 pocket. Five points are given for hitting the 3 or the 1 pin. Team with highest score at the end of a time limit wins.
4. Play for 1-3 or 1-2 pocket
   - a. Using a triangle of the 1, 2, 3 pins to hit 1-3 or 1-2 pocket.
   - b. Use "strike day" contests.
5. Play for Strike
   - a. First player on each team tries to get a strike. If he succeeds, he may try for the number 10 pin on the second ball. If he fails to make a strike, the next player takes his turn and so on.
6. Strike or Spare It
   - a. May be done for an individual or for a team. Ten points are given for a strike and 5 points for hitting the 10 pin.
7. Head Pin
   - a. An individual game in which bowler rolls only one ball per frame, but scores nothing unless the head pin goes down. The game is scored as in regular bowling (there are no spares) with a perfect game being 120 points.
   - b. Variations: The first ball must either hit the 1-3 or 1-2 pocket; and, if this is achieved, the number of pins knocked down are recorded and bowler gets a second ball. If the pocket is not hit, the first ball is scored as a miss; but the second ball is rolled and pins down are recorded. If pocket is missed, bonus is lost or reduced.
   - c. Variation for scoring: The pocket hit for head pin on first ball scores 10 points; pocket contacted on second ball scores 5 points; pocket missed scores 0.
8. Least Pins
   - a. First bowler must knock down the 7 or 10 pin and second bowler must put his ball in exactly same place. Lowest score would be one for each frame. You may alternate from the 7 to the 10 pin for each frame or may have each partner try for one pin. In the latter, the lowest scores for 10 frames would be 20.
9. Cocket Hat

TOPIC	SUGGESTED ACTIVITIES
	a. The 3-7-10 pins are set for right handers or 2-7-10 for left handers. Two balls are rolled each frame and scoring is similar to regular bowling except strikes and spares score 3 instead of 10 points. 10. Progressive Splits (any split can be chosen). Start with splits such as 2-7; 3-10; 4-5 and progress to most difficult, such as 4-10; 6-10-7; 4-7-10. Practice: Use team competition. 11. Pin Identification a. Relay. First bowler rolls ball. Scorer records number of each pin knocked down. When all members of a team have bowled, the first person becomes scorer; scorer rotates to end of team. b. Students will practice calling pins by numbers in all drills and games. 12. Practice spot bowling. 13. Prepare a practice sheet with the pins diagrammed for each frame. Draw a line through each pin knocked down by the first ball and circle pins picked up by the second ball. (See sample practice sheet.) 14. Spare Bowling a. Practice using the strike position for the first ball of every frame and any combination containing 1 and 5 pins; the 7 pin position for 4, 4-7, or 7 pin position for 4, 4-7, or 7 pin leaves; and the 8 pin position for 2-4-5-8 pins are used in combinations.
Scoring	1. Problem Frame 1. A strike Frame 2. A spare, five pins on each ball Frame 3. First ball - 8 pins, one left standing after second ball Frame 4. A strike 2. Problem Frame 1. A strike Frame 2. A strike Frame 3. First ball - 3 pins, second ball - 7 pins Frame 4. First ball - 6 pins, second ball - 3 pins Frame 5. First ball - 7 pins, second ball - 2 pins Frame 6. First ball - 9 pins, second ball - 1 pin 3. Problem Frame 1. First ball - 6 pins, second ball - 3 pins Frame 2. First ball - 8 pins, second ball - 1 pin Frame 3. First ball - 7 pins, second ball - 3 pins Frame 4. First ball - 9 pins, second ball - 0 Frame 5. First ball - 10 pins Frame 6. Spare, First ball - 8, second ball - 2 pins

TOPIC	SUGGESTED ACTIVITIES
	Frame 7. A strike Frame 8. Spare, 7 and 3 Frame 9. Strike Frame 10. Spare, 7 and 3 Extra ball - 9 4. Problem Frame 1. 3 pins on first ball, 5 on second Frame 2. Strike Frame 3. Strike Frame 4. Only a spare, 8 on first, 2 on second Frame 5. 5 for the first roll, and 4 on second Frame 6. A strike Frame 7. A 7-3 spare Frame 8. Another spare, 9 and 1 Frame 9. 8 pins on first ball, missed on second Frame 10. A strike Extra Balls: 6-4 spare 5. Problem Frame 1. Strike Frame 2. Spare, 5 on each ball Frame 3. 8 pins on first ball, left one standing on second Frame 4. Strike Frame 5. Strike Frame 6. 7 on first roll, 2 on second roll Frame 7. 8 on first roll, left 2 standing on second roll Frame 8. Converts a 9-1 spare Frame 9. A strike Frame 10. Spare, 7-3 Extra Ball - Strike
General Knowledge	1. Keep a daily record of bowling scores. a. Crossword puzzles or scrambled word games are useful to increase interest in terminology and rules. b. Chalk talks are useful in teaching scoring, terms and mechanical principles of bowling.
Supplements	1. Listed here are some enabling activities to supplement the basic instruction suggested so far. a. Contact bowling alley and make arrangements to use the facility. b. Use softball, playground balls, soccer balls, volleyball as make-shift bowling balls. c. Use milk cartons, bleach bottles or other plastic bottles with a little sand in the bottom as bowling pins.

LIFETIME SPORTS

BOWLING

TOPIC	SUGGESTED ACTIVITIES
	d. Use hallways, gymnasiums or outside hard surface areas for practice of skills. e. Display training aids that illustrate the fundamentals of bowling. f. Use films, filmstrips, slides or transparencies. g. Use crossword puzzles or scrambled word games to increase interest in terminology. h. Use gym-bowl kits. i. Use the one-step approach to help with development of bowling skills. j. Utilize pamphlets which are sometimes free and can be obtained from bowling equipment dealers. k. Spares, as a game, can be a challenge by the use of worksheets. Each group of students is given a list of possible spares. Each team is responsible for setting up a particular situation indicated on the worksheet. In turn, each must set the spare up on the pin deck and then attempt to make it. In this way pin positioning and proper placement of the ball can be discussed (Level IV). l. The use of a ball boy to retrieve the ball after it is bowled, a pin boy to set up pins, and a scorer allows more students to be actively involved. Students rotate after each turn. The scorer becomes the bowler, the bowler becomes the ball boy, the ball boy becomes the pin boy, and the pin boy becomes the scorer. Safety factors should be stressed at all times and rules of bowling etiquette should be suggested.

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GOLF

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Grip
  1. Overlapping
  2. Interlocking

- B. Stance
  1. Closed
  2. Open
  3. Square

- C. Posture
  1. Knees bent
  2. Back straight
  3. Hips flexed
  4. Arms extended downward

- D. Address
  1. Clubface solid and square to target
  2. Stance square to slightly open

- E. Swing
  1. Takeaway
  2. Top of backswing
  3. Downswing
  4. Impact area
  5. Follow-through

- F. Putting
  1. Grip
  2. Aim
  3. Swing

- G. Chipping
  1. Intact
  2. In track
  3. Follow-through

- H. Pitching

- I. Driving

- J. Sand Shot
  1. Stance
  2. Ball placement
  3. Swing

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LIFETIME SPORTS

GOLF

ACTIVITY CONTENT OUTLINE

II. Knowledge

  A. History
    1. Terms
    2. Names
    3. Dates

  B. Terminology
    1. Terms that pertain to scoring
    2. Terms that pertain to shot making and common errors
    3. Terms that pertain to course description and layout

  C. Equipment
    1. Woods
    2. Irons
    3. Cleaning and storing

  D. Rules and Regulations
    1. Meaning and explanation
    2. Application

  E. Handicapping
    1. Determining
    2. Application

III. Attitude

  A. Class Participation

  B. Safety and Etiquette
    1. Rules for class safety
    2. Rules for course safety
    3. Proper etiquette when playing

LIFETIME SPORTS

GOLF

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Grip	1. To demonstrate the correct grip in a style characterized by:		
	a. With the back of the nondominant hand facing the target, place the club in the nondominant hand so that the shaft is pressed up under the muscular pad at the inside heel of the palm.		
	b. Club lies directly across the top joint of the forefinger. Close the nondominant hand by closing the fingers before closing the thumb.		
	c. Dominant hand somewhat extended, with the palm facing target.		
	d. Keeping the nondominant hand already correctly affixed, place the club in the dominant hand so that the shaft lies across the top joint of the four fingers and definitely below the palm.		
	e. With the club held firmly in the fingers of the dominant hand, fold dominant hand over nondominant thumb.		Can also use overlapping or interlocking.
	The student will:		
	1.1 Demonstrate the correct grip (baseball, interlocking or overlapping).	9	
Stance	2. To demonstrate the correct stance in a style characterized by:		
	a. The feet set apart the width of the shoulders with weight equally distributed.		

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GOLF

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. The foot of the dominant hand at right angle to the line of flight, and the foot of the non-dominant hand turned out a quarter of a turn toward the direction of flight.		
	c. Head in a steady position over the ball.		
	d. Knees flexed slightly.		
	The student will:		
	2.1 Demonstrate the square, open and closed stances.	9	
Posture	3. To demonstrate correct golf posture in a style characterized by:		
	a. Arms, extended downward, held close together.		
	b. Nondominant elbow points to non-dominant hipbone.		
	c. Dominant elbow points to dominant hipbone.		
	d. Knees pointed in and slightly flexed.		
	e. Dominant foot perpendicular to ball's flight line.		
	f. Nondominant foot pointing out one quarter turn.		
	The student will:		
	3.1 Demonstrate the correct posture.	9	
Address	4. To demonstrate the proper address in a style characterized by:		

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GOLF

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Sole of club flat on ground.		
	b. Clubface square to target.		
	c. Stance square to slightly square.		
	d. Hands approximately 6 inches from body.		
	The student will:		
	4.1 Execute the proper address on the ball.	9	
Takeaway	5. To demonstrate the takeaway aspect of the swing in a style characterized by:		Initiating backswing.
	a. Address the ball as 4 above.		
	b. Initiate takeaway by almost simultaneous backward movement of the hands, arms, shoulders, and hips.		
	c. Bring club head back slow and low to ground.		
	d. Keep front arm nearly straight.		
	e. Head down, eyes on ball.		
	The student will:		
	5.1 Demonstrate the correct takeaway.	9	
Top of the Backswing	6. To demonstrate the correct golf backswing in a style characterized by:		
	a. Turn the shoulders as far as they will go.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. At the finish of the backswing, the chin should be hitting against the top of the left shoulder.		
	c. The rotation should be to the degree that tension is felt between the hips and the shoulders.		
	d. Allow the left heel to stay on the ground or no more than an inch off the ground.		
	e. The hands do nothing but maintain a firm grip on the club throughout the swing.		
	The student will:		
	6.1 Demonstrate the correct backswing.	9	
Downswing and Follow-Through	7. To demonstrate the golf downswing using the following techniques:		
	a. Shift weight back to left side.		
	b. The club is pulled down naturally without wrists uncocking and with right elbow still tucked in close to right side.		
	c. Automatically move arms and hands.		
	d. At the last movement wrists uncock, lashing the club head through the ball.		
	e. Allow the club head to follow the path of the ball briefly before continuing up and around the left side.		

LIFETIME SPORTS

GOLF

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	f. Hands, arms, and body follow through allowing the body to turn naturally toward the hole as the hands momentarily rise higher than the head.		
	The student will:		
	7.1 Demonstrate the correct downswing with follow-through.	9	
Putting	8. To demonstrate the proper putting skills in a style characterized by:		
	a. Gripping the club with palms facing each other and thumbs on top of shaft pointing down.		
	b. Assuming a square stance with elbows out and hands close to body.		
	c. Squaring the club face to the target.		
	d. Swing the club in a pendulum motion.		
	The student will:		
	8.1 Execute the proper grip and stance.	9	Interlocking, overlapping or baseball
	8.2 Sink putt 4 feet from cup, 2 out of 5 times.	9	
Chipping	9. To demonstrate proper chipping skills in a style characterized by:		Can use whiffle ball and adjust distance.
	a. One-lever action (intact).		
	b. Pendular swing very similar to putting.		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	c. Club face always square to target (in track).		
	d. Club face pointing to target on follow-through.		
	e. Open stance.		
	f. Slide hands down on grip.		
	g. Maintain proper posture.		
	The student will:		
	9.1 Explain the use of the chip shot to the putting green.	9	
	9.2 Chip from 30' away, stopping the the ball in a circle with a radius of 15', 2 out of 5 times.	9	If you use a whiffle ball, adjust distance to 15'.
Pitching	10. To demonstrate the proper skills of pitching in a style characterized by:		
	a. Open stance.		
	b. Hands down on grip.		
	c. Two-lever action (wrists involved).		
	d. 3/4 swing - Toe up on backswing to toe up on follow-through.		
	The student will:		
	10.1 Demonstrate the address position used with short irons not requiring a full swing.	III	
	10.2 From 30 yards away, with a 9 iron, pitch 2 out of 5 landing the ball in a circle with a radius of 45'.	IV	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Driving	11. To demonstrate the ability to drive the ball in a style characterized by: a. Proper grip and stance. b. Take a full swing and follow through. The student will: 11.1 Hit a whiffle ball using proper driving technique.	9	
Sand Shot	12. To demonstrate the skills of the sand shot characterized by the following: a. Open stance b. Open club face c. Ball played off dominant toe d. Swing is upright e. High follow-through f. Hit sand about 1" behind ball g. Never make contact with ball The student will: 12.1 Demonstrate knowledge of basic instructional cues by executing a sand shot that will land the ball outside the sand, 2 out of 10 times, given the following level lie and no overhanging lip on the edge of the sand trip.	III	
Knowledge of Terminology	13. To demonstrate knowledge of golf, the student will:		

LIFETIME SPORTS

GOLF

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	13.1 Define the following terms:		
	a) Ace	9	
	b) Birdie	9	
	c) Bogey	9	
	d) Eagle	9	
	e) Double eagle	9	
	f) Par	9	
	g) Hook	9	
	h) Match play	IV	
	i) Stroke play	IV	
Equipment	13.2 Explain the difference between woods and irons to include the four common woods and the eight common irons.	9	
	13.3 List the following clubs according to number and expected yardage achieved: short irons, middle-distance irons, long irons and woods.		
	a) Short irons 8 iron = 100-115 yds. 9 iron = 86-100 yds.	IV	
	b) Middle irons 5 iron = 145-160 yds. 6 iron = 130-145 yds. 7 iron = 115-130 yds.	IV	
	c) Long Irons 2 iron = 190-205 yds. 3 iron = 175-190 yds. 4 iron = 160-175 yds.	IV	
	d) Woods driver = 220-300 yes. 3 wood = 210-250 yds. 4 wood = 200-230 yds. 5 wood = 190-220 yds.	IV	
	13.4 From a list of 20 selected golf rules, identify on an objective test 13 correct rules.	IV	
	13.5 Explain the two features of a club which determine distance.	9	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	13.6 Demonstrate the proper techniques for cleaning and storing equipment.	IV	
Attitude	14. To demonstrate positive attitude in golf, the student will practice several aspects of safety and etiquette by:		
	14.1 Never walking or retrieving a ball in front of the tee line.	9	
	14.2 Never walking behind someone who is swinging a club.	9	
	14.3 Yelling "fore" if someone is in danger of being hit with a golf ball.	9	
	14.4 Sharing golf equipment with a partner in an equitable manner.	9	
	14.5 Displaying golf etiquette at the tee, on the fairway, in the sand bunker, and on the green.	9	
	15. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	9	
	15.1 Take part in assigned activities.		
	15.2 Follow established safety rules.		
	15.3 Dress in appropriate attire.		
	15.4 Assist in distribution and care of equipment.		
	15.5 Work independently or in a group on skill development.		

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GOLF

TOPIC	SUGGESTED ACTIVITIES
Grip	1. Feel the grip with the main pressure in the thumb and forefingers. This feeling is somewhat comparable to holding a pencil.
	2. Many students complain that the grip is uncomfortable. The adage, "if the grip is comfortable, it is probably wrong," seems to encourage and console certain individuals until they finally get used to the correct grip.
Swing	1. At the top of the backswing, the left wrist should be somewhat streamlined, not too "cupped" (a checkpoint for left-hand grip).
	2. At the top of the backswing, both thumbs should point to the hole (a checkpoint for left- and right-hand grips).
	3. Use positive thinking when hitting a golf ball. Hit it with intent, with confidence. Do not apologize to it. Hold the club firmly enough to control it, not too loosely and not too tightly.
	4. Pretend the head is in a noose and cannot move out of it during a swing.
	5. While swinging, pretend the forehead is pressed against a wall. Practice this against a wall or in front of a mirror, and pivot as if swinging a club.
	6. Move the club as if cutting weeds with a weed-cutter. Swing it wide and get to the roots of the weeds.
	7. Swing three clubs at a time. Toss one aside and swing two. Toss one aside and swing only one. It is easier to "swing" three clubs than to "lever" them. Emphasize expansion and pivot during this drill. Control of the one club will be greatly improved.
	8. Try to move the club so that the arc the club head describes is more U-shaped than V-shaped.
	9. Address a ball, then close both eyes. Concentrate on feeling expansion as you hit the ball with your eyes closed.
	10. Place balls (or other objects) on the LINE-OF-FLIGHT, one of them 18 inches back of and one 18 inches in front of the ball that is to be hit. While maintaining a stationary head position, reach for both extraneous balls as you swing through and hit only the middle ball.
	11. Using a U-shaped arc, hit the ball as if you were going to hit it into the ground. This sometimes helps to take a divot.
	12. During the backswing, a player's back should be turned toward the target. During the forward swing, his chest should be turned toward the target. This helps ensure more shoulder and hip pivot, thus creating more upper arm action and expansion.

TOPIC	SUGGESTED ACTIVITIES
	13. As the ball is hit, there should be a feeling of both hands following the ball to the target.
	14. Reach for the moon on the follow-through. Finish with the hands high. St-e-t-ch!
	15. Swing slower with wood clubs than with iron clubs. Take time for the longer clubs to swing all the way through, far and high.
Posture	1. Players should remain passive as they hit a golf ball, especially the "sluggers." This tends to permit more natural body responses.
	2. Many players find it difficult to maintain base resistance while swinging--their heads move, their shoulders and hips sway instead of twist, and their weight rolls to the outside of the right foot on the backswing. If these players were told to face their shadow squarely and watch it as they swing the club, they could see the amount of movement involved and alter such faults through self-correction.
	3. Swaying and poor balance can often be corrected by swinging with the heels together.
	4. Pretend the head is in a noose and cannot move out of it during a swing.
	5. Bend at the hips in a semi-forward position with arms hanging downward. No club. Hook the thumbs together and swing the arms to the right, then downward and to the left, and back and forth. This is similar to arm swings in modern dance. Str-e-t-ch as you maintain a stationary head position and twist the shoulders and hips. Place a club in the hands and continue swinging the arms in the same relative plane.
Stance	1. Correction by overlearning is a device frequently used to help students get faster results. For example, when it appears difficult to assume base resistance, ask the students literally to touch the insides of their knees as they address the ball.
	2. Place golf balls under the outside edges of both feet to ensure bracing against the insides of the feet during the swing. This helps maintain base resistance.
	3. To check balance and proper position at the finish of the swing, ask the class to hold the finish position long enough for a picture to be taken of them. As they remain motionless, the following checkpoints are suggested: Is your weight on your left foot, left side firm? Are your elbows no more than 12 inches apart? Are your hands above your left shoulder close to your left ear? Is your right shoulder low? If not, try again. With full expansion on the follow-through plus proper balance, these checkpoints should occur automatically without any conscious effort.

TOPIC	SUGGESTED ACTIVITIES
	4. Place four or five balls in a row about 6 inches apart. Take continuous swings as you walk slowly forward, hitting all balls (one at a time) without stopping or changing rhythm.
Pitching	1. Many students find it difficult to line up correctly for short shots to the green. Ask them to stand behind the ball and visualize the line-of-flight. Pick out a spot on the line-of-flight about 8 to 10 feet ahead of the ball. Now move around to the address position and aim in line with the selected spot. 2. On the backswing think of turning the right hip out of the way. Then hit from inside-out with the left elbow pointing toward the hole during the downswing. 3. Practice short swings as if tossing a ball out of the right hand to the target. This aids in taking the proper amount of swing for the desired distance and helps prevent overshooting and undershooting. 4. At the halfway point of a full swing, the toe of the club should be pointed up. 5. Hit the ball with a punch and coast into the follow-through.
Putting	1. Stroke through the ball with confidence. 2. Compare the movement of a putter to a pendulum on a clock. 3. To aid in lining up on a long putt, aim at a spot 5 or 6 feet in front of the ball ON THE INTENDED LINE-OF-FLIGHT. 4. Imagine that the cup is 8 to 10 inches in diameter. 5. While maintaining a stationary head and body position, attempt to follow the ball into the cup with the putter head. 6. As the stroke is made, imagine the ball is being rolled out of the fingers of the right hand. 7. Practice putting along the surface of a yardstick. 8. Practice putting on a floor about 3 inches from a wall. 9. Paint a stripe around a ball and practice putting it so the ball will roll straight along the line-of-flight.

LIFETIME SPORTS

GOLF

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ACTIVITY CONTENT OUTLINE

I. Skill Development

A. Preliminary Development Skills
1. Ball dribble
2. Air dribble

B. Forehand Stroke
1. Grip
2. Ready position
3. Footwork
4. Racquet movement
    a. Backswing
    b. Swing
    c. Follow-through

C. Backhand Stroke
1. Grip
2. Ready position
3. Footwork
4. Racquet movement
    a. Backswing
    b. Swing
    c. Follow-through

D. Serve
1. Modified serve
    a. Drop and hit
2. Serve
    a. Grip
    b. Stance
    c. Toss
    d. Racquet movement
        1) Backswing
        2) Swing
        3) Follow-through
3. Variations
    a. Flat
    b. Slice
    c. American twist

E. Volley
1. Grip
2. Ready position
3. Footwork
4. Racquet movement

LIFETIME SPORTS

TENNIS

ACTIVITY CONTENT OUTLINE

- F. Smash
    - 1. Grip
    - 2. Ready position
    - 3. Racquet movement

- G. Lob
    - 1. Grip
    - 2. Ready position
    - 3. Racquet movement

II. Knowledge

- A. Equipment and Facilities
    - 1. Identification, selection and care of equipment
        - a. Racquet
        - b. Balls
        - c. Net
        - d. Clothing
    - 2. Playing court
        - a. Singles
        - b. Doubles

- B. Scoring
    - 1. Game
    - 2. Set
    - 3. Match
    - 4. Pro set
    - 5. Tie breaker

- C. Basic Rules
    - 1. Server and receiver
    - 2. Delivery of serve
    - 3. Foot faults
    - 4. Line balls
    - 5. Let serves
    - 6. Good returns
    - 7. Changing sides of court

- D. Terminology

- E. Strategies
    - 1. Singles
    - 2. Doubles

- F. Etiquette

G. Tournament Structure

H. Conditioning

I. History of the Game
  a. Origin
  b. Great players in tennis, past and present
  c. Famous tournaments and courts

III. Attitude

A. Proper Etiquette

B. Appreciation of Values of Tennis
  1. "Lifetime" sport
  2. Recreation
  3. Physical fitness

LIFETIME SPORTS

TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Developmental Skills	1. To demonstrate the ability to control the ball with the racquet in a style characterized by:		
	a. Gripping the racquet with a flat or forehand grip.		
	b. Keeping eyes on ball.		
	The student will:		
Ball Dribble	1.1 Bounce the ball on the court with the racquet 10 consecutive times.	6	
Air Dribble	1.2 Bounce the ball into the air 15 consecutive times without permitting it to touch the ground.	8	
Forehand Grip	2. To demonstrate the proper forehand grip in a style characterized by:		
	a. Turn racquet so face is perpendicular to ground.		
	b. Grasp handle as though shaking hands with it.		
	c. Thumb and first finger make a V on top of the racquet.		
	The student will:		
	[illegible] ume the proper forehand grip.	6-8-10	
Backhand Grip	3. To demonstrate the proper backhand grip in a style characterized by:		
	a. Assume proper forehand grip.		
	b. Rotate hand 1/4 turn, counterclockwise.		
	c. Place thumb and heel of hand on side of racquet handle for support.		

LIFETIME SPORTS

TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	The student will:		
	3.1 Assume the proper backhand grip.	6-8-10	
Ready Position	4. To demonstrate the ready position for receiving the ball in a style characterized by:		
	a. Body facing net.		
	b. Knees bent with weight on balls of feet.		
	c. Feet shoulder-width apart.		
	d. Racquet held in front of body with both hands at chest level.		
	e. Throat of racquet resting in free hand.		
	The student will:		
	4.1 Assume the correct ready position.	6-8-10	
Forehand Stroke Footwork	5. To demonstrate proper footwork in preparation for the forehand stroke in a style characterized by:		
	a. Assume a proper ready position.		
	b. Pivot on right foot and step forward and across with left foot.		
	c. Transfer weight to back foot.		
	The student will:		
	5.1 Execute the proper footwork in preparation for the forehand stroke.	6-8-10	

TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Backhand Stroke Footwork	6. To demonstrate proper footwork in preparation for the backhand stroke in a style characterized by: a. Assume a ready position. b. Pivot on right foot and step backward with left foot until body is sideways to net; or pivot on left foot and step forward and across on right foot, side to net. c. Transfer weight to back foot. The student will:		
	6.1 Execute the proper footwork in preparation for the backhand stroke.	8-10	
Forehand Stroke Racquet Movement	7. To demonstrate a proper forehand stroke in a style characterized by: a. Assume a ready position. b. Use proper footwork. c. Bringing the racquet back, waist high with elbow and wrist extended. d. Keep swing level. e. Transfer weight forward to front foot. f. Keeping eyes on ball, contact ball even with front foot. The student will:		
	7.1 Make racquet contact with 2 of 5 balls tossed waist high and assume a ready position after each stroke.	6	

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TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	7.2 Return 2 out of 5 tossed balls over the net into the doubles court while standing behind the baseline.	8	
	7.3 Return 3 out of 5 tossed balls over the net into the doubles court while standing behind the baseline.	10	
Backhand Stroke Racquet Movement	8. To demonstrate a proper backhand stroke in a style characterized by: a. Assume a ready position. b. Use proper footwork. c. Extend arm and wrist. d. Swing forward with pivot from hips. e. Move weight forward with racquet to meet ball. f. Keeping eyes on ball, contact ball slightly in front of front foot. g. Continue swing with follow-through.		
	The student will:		
	8.1 Make racquet contact with 2 of 5 balls tossed waist high while assuming a ready position after each stroke.	8	
	8.2 Return 2 of 5 balls tossed over the net into the doubles court while standing behind the baseline.	10	
Serves Stance	9. To demonstrate the proper serving stance in a style characterized by:		

LIFETIME SPORTS

TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	a. Left side of body faces net.		
	b. Left foot placed at approximately a 45 degree angle to the baseline.		
	c. Right foot is behind and parallel to left foot.		
	The student will:		
	9.1 Assume the proper stance for serving.	6-8-10	
Serve Toss	10. To demonstrate the ball tossed in a style characterized by:		
	a. Assume a proper stance.		
	b. Ball tossed straight up with underhand motion.		
	c. Ball tossed to a height approximately 6" above reach with full extension of arm with racquet.		
	d. Ball tossed above the foot nearest net.		
	The student will:		
	10.1 Toss the ball properly.	8-10	
Serve Racquet Movement	11. To demonstrate the proper serve in a style characterized by:		
	a. Use proper grip, stance and toss.		
	b. As ball is tossed, bring racquet down so that the hand on the racquet is toward the ground.		
	c. Bring racquet back up with elbow flexed and drop racquet behind shoulders.		

LIFETIME SPORTS

TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	d. Shift weight to back foot.		
	e. Bring racquet up to ball with full extension of arm over head.		
	f. Flex wrist forward, contact ball and follow through across body.		
	The student will:		
	11.1 Serve 2 out of 5 balls into the proper service court.	8	
	11.2 Serve 3 out of 5 balls into the proper service court.	10	
Volley	12. To demonstrate the volley in a style characterized by:		
	a. Use forehand grip.		
	b. Assume ready position while standing midway between service line and net.		
	c. Ball is hit before it touches the court.		
	d. Short crisp stroke and return to ready position.		
	The student will:		
	12.1 Volley 2 out of 5 balls into the doubles court when tossed at eye level to the forehand side.	III	
	12.2 Volley 2 out of 5 balls into the doubles court when tossed at eye level to the backhand side.	III	
	12.3 Volley 3 out of 5 balls into the doubles court when tossed at eye level to the forehand side.	IV	

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TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	12.4 Volley 3 out of 5 balls into the doubles court when tossed at eye level to the backhand side.	IV	
Equipment	13. To demonstrate an understanding of tennis equipment, the student will identify the following parts of the racquet:		
	13.1 Head	6	
	13.2 Grip	6	
	13.3 Face	6	
	13.4 Throat	6	
Facilities	14. To demonstrate an understanding of the tennis court, the student will:		
	14.1 Differentiate between the singles and doubles courts.	6-8	
	14.2 Diagram a court and label the following various areas and lines: a) Baseline b) Service line c) Alley d) Center service line e) Singles sideline f) Center mark	10	
Scoring	15. To demonstrate a knowledge of scoring in tennis, the student will:		
	15.1 Score a game properly	10	
	15.2 Identify the following terms: a) Game b) Set c) Match d) Pro set e) Tie breaker	10	

TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Terminology	16. To demonstrate an understanding of the basic terms related to tennis, the student will identify the following:		
	16.1 Backhand	6	
	16.2 Forehand	6	
	16.3 Fault	6	
	16.4 Service	8	
	16.5 Volley	8	
	16.6 Ace	8	
	16.7 Double fault	10	
	16.8 Foot fault	10	
	16.9 Let	10	
	16.10 Match point	10	
	16.11 "No man's land"	10	
	16.12 Set point	10	
Rules	17. To demonstrate knowledge of basic rules of tennis, the student will identify:		
	17.1 Let	10	
	17.2 Foot fault	10	
	17.3 Loss of point	8	
	17.4 Good return	8	
	17.5 Changing sides of court	10	
	17.6 Double fault	10	
	17.7 Line balls	8	

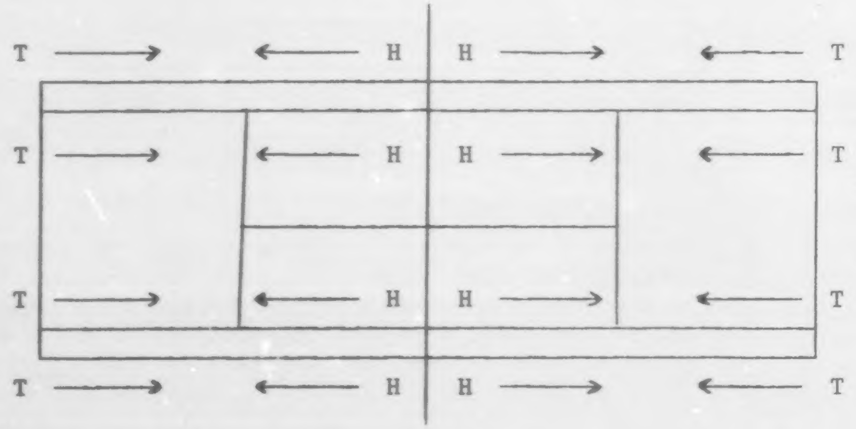
LIFETIME SPORTS

TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Strategies	18. To demonstrate a knowledge of basic strategy used in tennis, the student will:		
	18.1 Identify the importance of stroking the ball deep to keep opponent from gaining net position.	10	
	18.2 Diagram the most acceptable court position of each movement of the serving and receiving teams at the beginning of the serve.	10	
Etiquette	19. To demonstrate tennis etiquette, the student will:		
	19.1 Serve only when the opponent is ready.	6-8-10	
	19.2 Call the score before each point when serving.	6-8-10	
	19.3 Compliment opponents and partners on good shots.	6-8-10	
Attitude	20. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	6-8-10	
	20.1 Take part in assigned activities.		
	20.2 Follow established safety rules.		
	20.3 Dress in appropriate attire.		
	20.4 Assist in distribution and care of equipment.		
	20.5 Work independently or in a group on skill development.		

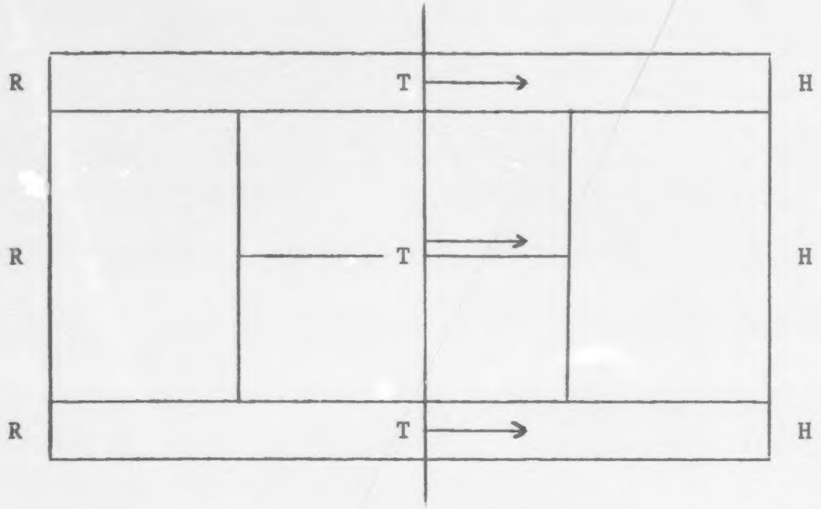
LIFETIME SPORTS

TENNIS

TOPIC	SUGGESTED ACTIVITIES
Developmental Skills	1. "Ball dribble"--Gripping the racquet firmly with the eastern forehand grip, the student bounces the ball with the racquet held about waist high. Emphasis should be on stroking from the shoulder while keeping the wrist and elbow firm. 2. "Air dribble"--Using same procedures as above, the student bounces the ball into the air continuously without permitting it to touch the ground. 3. "Dribble relay"--Divide class into teams and have each member of a team dribble the ball a prescribed distance; continue until all members of each team have had their turn.
Ready Position Footwork	1. Starting in the ready position, students run forward three steps and stop; pivot to the left and run forward three steps and stop; pivot to the right and run diagonally across the floor five steps and stop. 2. With the class placed in proper position to engage in swing drills, the class is led through the movements of the forehand and backhand drive shots. From the ready position the students, upon command, pivot, step, and execute a practice swing. 3. The students move around the court by bouncing on the balls of the feet.
Forehand Strokes Backhand Strokes	1. For maximum utilization of court or space, the following formation may be employed. The tosser (T) tosses balls so that they bounce about six feet in front of the hitter (H). It may be helpful to place a mark or target on the ground or court to develop some consistency on the toss. The hitter is to make racquet contact with the ball on the forehand/backhand side and attempt to return ball to tosser.  T H H T T H H T T H H T T H H T

TOPIC | SUGGESTED ACTIVITIES

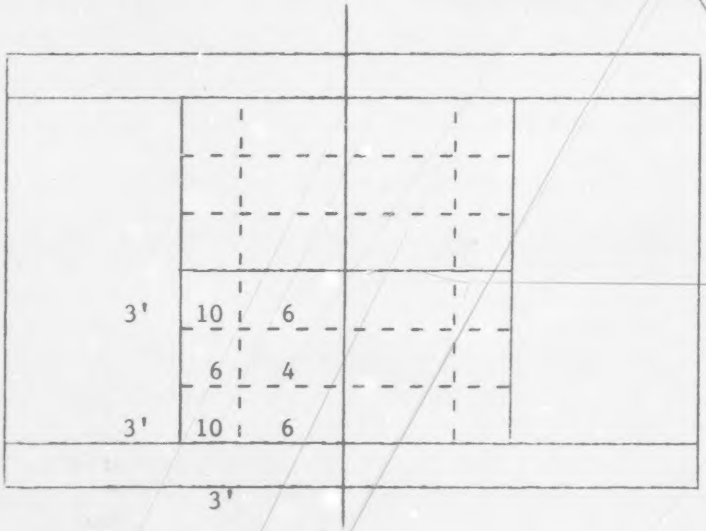
2. Using the following formation, the hitter strokes the tossed ball cver the net. The retrievers (R) retrieve the balls and toss them into the net.



3. In ready position, the students stand 10 to 15 feet from a fence and drop ball on forehand/backhand side and pivot, step, and stroke ball into fence. Emphasis should be placed on dropping the ball to the side and in front of body to ensure contact is made opposite the front foot.
4. Students stand near baseline and drop and stroke balls across net. Other class members retrieve balls and toss them back to hitters.
5. Students stand near baseline and drop and strike balls across net to partner. The partner attempts to return ball across net. Procedure is then repeated.
6. Same procedure as above, but allow students to rally on half court.
7. Crosscourt forehand/backhand drill: With four students per court, have students in deuce court practice forehand crosscourt drives and students in ad court practice backhand crosscourt drives. (Reverse for left-handed players.)
8. Down-the-line forehand/backhand drives: With four students per court, have students practice down-the-line drives by attempting to keep ball in or near alley. Right-handed students in deuce courts will be practicing forehand drives while students in the ad courts will be practicing backhand drives.

LIFETIME SPORTS

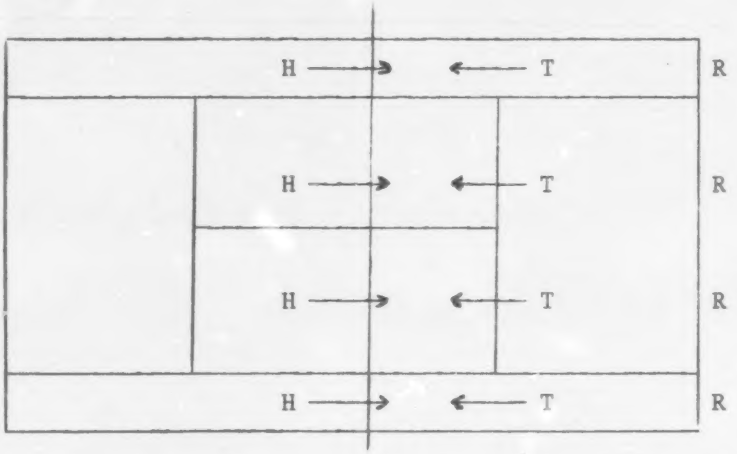
TENNIS

TOPIC	SUGGESTED ACTIVITIES
Serve	1. Students stand in serving position behind a line and practice ball toss to develop consistency in height and placement. To determine desired height, have a student of similar height stand next to tosser and extend his/her racquet as high as possible. The tosser is to toss the ball to a position slightly higher than the extended racket. 2. Dividing the class into servers and retrievers, have servers practice the serve while the retrievers toss balls back to servers. 3. Dividing the class into servers and receivers, have servers practice the serve and the receivers practice returns. 4. Marking the service courts in a manner similar to that of the following diagram, have students serve "X" number of balls and record total points. Teams may also be formed and compete against others, thus adding the element of competition.  5. Serve and return drill: One student serves (two serves per point, if necessary) and if the receiver returns serve to same half of court from which serve was delivered (crosscourt), point is awarded to receiver; if he fails to do so, point is awarded to server. On double fault, point is awarded to receiver. Set game at 10 points and change server. 6. To practice the toss, have students toss the ball so that it will fall into a circle 2' in diameter and centered at the toe of the front foot. Use railroad chalk to mark on course or gym floor.

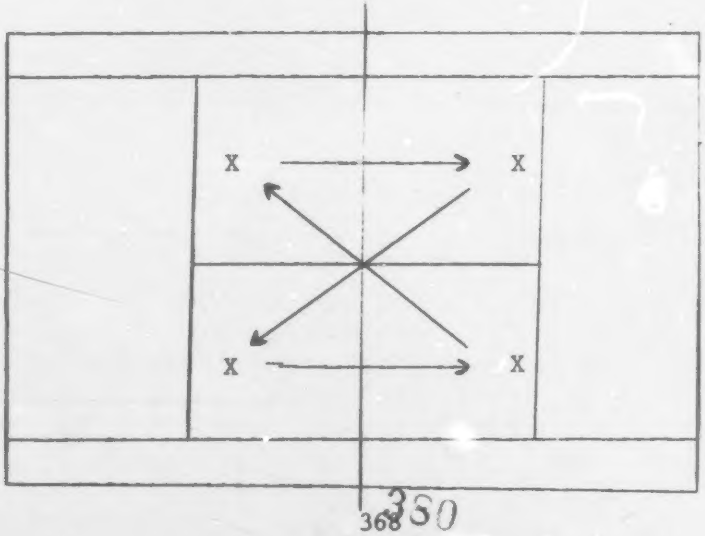
TOPIC	SUGGESTED ACTIVITIES

Volley

1. Using the following formation, the hitters (H) volley the ball which is tossed by the tossers (T). Retrievers (R) keep tossers supplied with balls.



2. Have one person stand near the baseline drop and stroke balls to person in volleying position near net.
3. Same procedure as above, but allow students to rally on half court with one person at net position and other person near baseline.
4. While positioned as illustrated in the following diagram, students keep record of the number of consecutive vollies. The four students on one court represent a team and are competing against other teams of four students.



LIFETIME SPORTS

TENNIS

TOPIC	SUGGESTED ACTIVITIES
	5. Using the same formation as above, the students on the same end of the net are partners and attempt to out-volley the other team. Points are kept and a winning team determined. (To eliminate the advantage of starting the rally, a point cannot be won on the initial stroke.) 6. Same procedure as above, but baseline player attempts to return each smash with a lob. 7. Standing at baseline, two students rally using lobs only.
Smash Lobs	1. One student stands near the baseline drops and lobs a ball to another student across the net, who in turn executes an overhead smash. Rotate periodically.
Tournaments	1. Use Velcro strips to hold cards with players' names. These can be easily moved up and down the "ladder."
General Knowledge	1. Class handouts can be distributed using diagrams to illustrate the various parts of the racquet and court. Additional information and explanations of scoring and terms can be included. 2. Lecture, class discussion, and actual game play can be employed to reinforce the learning of material presented in handouts. 3. An elimination tournament using "no ad" scoring can be conducted to allow the student to become familiar with both elimination tournaments and "no ad" scoring.
Attitudes	1. The students should be given the opportunity to participate in games and matches and encouraged to practice good sportsmanship and should be positively reinforced when such is demonstrated. 2. While serving as retrievers in various drills, the students should be encouraged to retrieve balls with minimum interference to tossers and hitters. 3. Stress teamwork on drills as well as the importance of all positions of members on a team. 4. In class tournaments and other class situations, the students should be positively reinforced for demonstrating acceptable tennis etiquette.

LIFETIME SPORTS

TENNIS

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PARK AND RECREATIONAL GAMES

ACTIVITY CONTENT OUTLINE

I. Deck Tennis

A. Skills
1. Serving
2. Throwing
a. Underhand
b. Cross-body
c. Flip
d. Side-arm

B. Knowledge
1. Rules
2. Scoring
3. Playing area
4. Terms
5. Equipment
6. Strategy

II. Horseshoes

A. Skills
1. Pitching
a. Twist
b. Flip

B. Knowledge
1. Rules
2. Scoring
3. Playing area
4. Terms
5. Equipment
6. Strategy

III. Paddle Tennis

A. Skills
1. Serving
2. Stroking
a. Forehand
b. Backhand
c. Volley
d. Overhead smash

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ACTIVITY CONTENT OUTLINE

- B. Knowledge
    - 1. Rules
    - 2. Scoring
    - 3. Playing area
    - 4. Terms
    - 5. Equipment
    - 6. Strategy

IV. Shuffleboard

- A. Skills
    - 1. Shooting the disc into scoring area
    - 2. Shooting the disc in order to knock out an opponent's disc
    - 3. Shooting the disc in order to knock out an opponent's disc while leaving own in scoring area

- B. Knowledge
    - 1. Rules
    - 2. Scoring
    - 3. Playing area
    - 4. Terms
    - 5. Equipment
    - 6. Strategy

V. Table Tennis

- A. Skills
    - 1. Serving
    - 2. Returning service
    - 3. Stroking
        - a. Forehand
        - b. Backhand
        - c. Smash

- B. Knowledge
    - 1. Rules
    - 2. Scoring
    - 3. Playing area
    - 4. Terms
    - 5. Equipment
    - 6. Strategy

ACTIVITY CONTENT OUTLINE

VI. Tetherball

- A. Skills
  - 1. Serving
  - 2. Batting
- B. Knowledge
  - 1. Rules
  - 2. Scoring
  - 3. Playing area
  - 4. Terms
  - 5. Equipment
  - 6. Strategy

VII. Volley Tennis

- A. Skills
  - 1. Serving
  - 2. Setting-up (Passing)
  - 3. Spiking
- B. Knowledge
  - 1. Rules
  - 2. Scoring
  - 3. Playing area
  - 4. Terms
  - 5. Equipment
  - 6. Strategy

VIII. Organization of facilities for recreational games

IX. Attitude

PARK AND RECREATIONAL GAMES

DECK TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Serving	1. To demonstrate the ability to serve properly in a style characterized by:		
	a. Right foot forward, left foot back.		
	b. Shoulder and hip rotation across the mid line of the backswing.		
	c. Follow-through.		
	The student will:		
	1.1 Serve the ring across the net 3 out of 5 times.	II-III	
	1.2 Serve the ring across the net 4 out of 5 times.	IV	
Throwing	2. To demonstrate proper techniques in throwing skills in a style characterized by:		
	a. Right foot forward, left foot back.		
	b. Shoulder and hip rotation across the mid line for backswing.		
	c. Follow-through.		
	The student will:		
	2.1 Throw the ring across the net using the underhand softball pitch		
	a) 2 out of 5 times.	II-III	
	b) 4 out of 5 times.	IV	
	2.2 Throw the ring using the cross body throw		
	a) 3 out of 5 times.	III	
	b) 4 out of 5 times.	IV	

PARK AND RECREATIONAL GAMES

DECK TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	2.3 Throw the ring across the net using the flip throw		
	a) 3 out of 5 times.	III	
	b) 4 out of 5 times.	IV	
	2.4 Throw the ring across the net using the side arm throw		
	a) 3 out of 5 times.	III	
	b) 4 out of 5 times.	IV	
Catching	3. To demonstrate the proper catching technique in a style characterized by:		
	a. Fingers open.		
	b. Elbow bent.		
	c. Eyes focused.		
	The student will catch the ring when thrown to him in the following ways:		
	3.1 Underhand toss, 3 out of 9 times.	II	
	3.2 Three underhands, three flips, and three side arms		
	a) 3 out of 5 times.	III	
	b) 4 out of 5 times.	IV	

PARK AND RECREATIONAL GAMES

HORSESHOES

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Pitching	1. To demonstrate proper pitching technique and the ability to pitch the horseshoe in a style characterized by: a. Right foot forward, left foot back. b. Pendulum backswing and fore swing. c. Pincher grip.		
	The student will:		
	1.1 Execute one of the two following pitches as measured by teacher's observation: a) Twist pitch. b) Flip pitch.	II-III IV	

PARK AND RECREATIONAL GAMES

PADDLE TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Serving	1. To demonstrate the proper technique and the ability to serve in a style characterized by:		
	a. Upward toss above and 9-18 inches in front of the racquet.		
	b. Shoulder grip (Western or Eastern) that enables the racquet face to make flush contact with ball.		
	The student will serve correctly:		
	1.1 2 out of 5 times.	II	
	1.2 3 out of 5 times.	III	
	1.3 4 out of 5 times.	IV	
Stroking	2. To demonstrate the ability to stroke the ball in a style characterized by:		
	a. Backswing with shoulder.		
	b. Face the net, weight back, using forehand or backhand grip.		
	c. Contact ball lateral to body with laid back wrist.		
	d. Follow through with weight transferred to forward foot.		
	The student will stroke the ball in the following manner:		
	2.1 Forehand stroke		
	a) 2 out of 5 times.	II	
	b) 3 out of 5 times.	III	
	c) 4 out of 5 times.	IV	
	2.2 Backhand stroke		
	a) 2 out of 5 times.	II	

PADDLE TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b) 3 out of 5 times.	III	
	c) 4 out of 5 times.	IV	
	2.3 Overhead smash		
	a) 3 out of 5 times.	III	
	b) 4 out of 5 times.	IV	
	2.4 Forehand volley		
	a) 3 out of 5 times.	III	
	b) 4 out of 5 times.	IV	

PARK AND RECREATIONAL GAMES

SHUFFLEBOARD

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Shooting the Disc	1. To demonstrate proper shooting technique and the ability to score in shuffleboard in a style characterized by: a. Align body behind disc and target, center of gravity low. b. In approach, keep body in line with applied force. c. Toes straight ahead with one foot ahead of the other.		
	The student will shoot the disc into a prenamed target (10, 8, 7, 10-off)		
	1.1 3 out of 10 times.	II	
	1.2 5 out of 10 times.	III	
	1.3 7 out of 10 times.	IV	
Playing	2. To demonstrate playing strategy, the student will shoot the disc in the following manner:		
	2.1 Knocking off opponent's disc from scoring area		
	a) 3 out of 10 times.	III	
	b) 5 out of 10 times.	IV	
	2.2 Knocking off opponent's disc from scoring area while leaving his own disc in scoring position		
	a) 3 out of 10 times.	III	
	b) 5 out of 10 times.	IV	

PARK AND RECREATIONAL GAMES

TABLE TENNIS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Serving	1. To demonstrate proper serving technique and the ability to serve in a style characterized by: a. Tossing the ball. b. Hitting the ball from the air. c. Directing the ball with a low trajectory.		
	The student will serve correctly:		
	1.1 2 out of 5 times.	II	
	1.2 3 out of 5 times.	III	
	1.3 4 out of 5 times.	IV	
Stroking the Ball	2. To demonstrate proper technique in hitting the ball in a style characterized by: a. Grip in handshake position. b. Make contact on front of the body. c. Impart open or flat bounce.		
	The student will:		
	2.1 Stroke the ball using the forehand stroke		
	a) 2 out of 5 times.	II	
	b) 3 out of 5 times.	III	
	c) 4 out of 5 times.	IV	
	2.2 Stroke the ball using the backhand stroke		
	a) 2 out of 5 times.	II	
	b) 3 out of 5 times.	III	
	c) 4 out of 5 times.	IV	
	2.3 Smash the ball		
	a) 3 out of 5 times.	III	
	b) 4 out of 5 times.	IV	

PARK AND RECREATIONAL GAMES

TETHERBALL

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Serving	1. To demonstrate the ability to serve the ball properly in a style characterized by: a. Grip with both hands or one. Toss ball up and out away from body. b. Strike ball with face of clenched fist.		
	The student will:		
	1.1 Serve the ball individually or in a game situation as measured by teacher observation.	II	
Batting	2. To demonstrate the ability to "bat" the ball in a style characterized by: a. Keep elbows away from body. b. Face the ball. c. Follow through.		
	The student will bat the ball in a game situation as measured by teacher observation.	II	

PARK AND RECREATIONAL GAMES

VOLLEY TENNIS

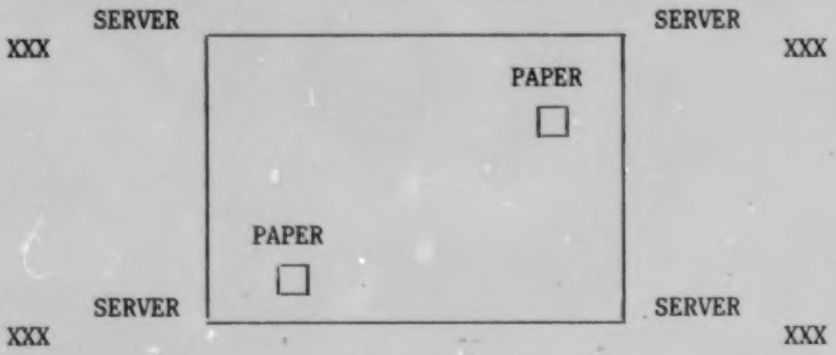
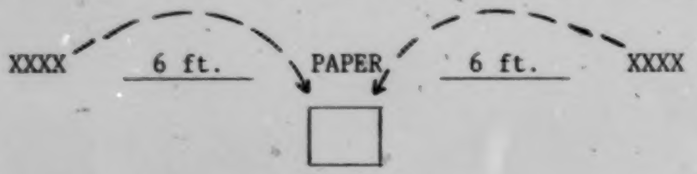
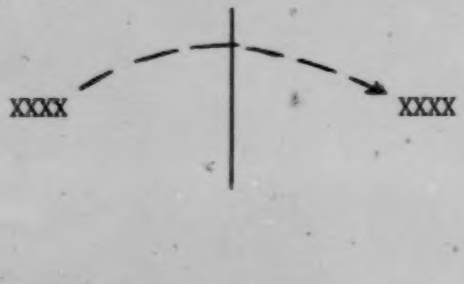
TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Serving	1. To demonstrate the ability to serve the ball in a style characterized by:		
	a. Hitting the volleyball overhand or underhand with one hand.		
	b. Directed toward the center of server or court, in an arch that will allow a teammate to easily bat the ball over the net.		
	The student will serve correctly:		
	1.1 2 out of 5 times.	II	
	1.2 3 out of 5 times.	III	
	1.3 4 out of 5 times.	IV	
Volley, Set-up, Spike	2. To demonstrate the ability to volley, set-up and spike in a style characterized by:		
	a. Positional footwork.		
	b. Eye-hand coordination.		
	c. Follow through.		
	The student will:		
	2.1 Volley the ball		
	a) 2 out of 5 times.	II	
	b) 3 out of 5 times.	III	
	c) 4 out of 5 times.	IV	
	2.2 Set-up the ball		
	a) 2 out of 5 times.	II	
	b) 3 out of 5 times.	III	
	c) 4 out of 5 times.	IV	
	2.3 Spike the ball		
	a) 3 out of 5 times.	III	
	b) 4 out of 5 times.	IV	

PARK AND RECREATIONAL GAMES

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Attitude	1. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will: 1.1 Take part in assigned activities. 1.2 Follow established safety rules. 1.3 Dress in appropriate attire. 1.4 Assist in distribution and care of equipment. 1.5 Work independently or in a group on skill development.	II III IV	

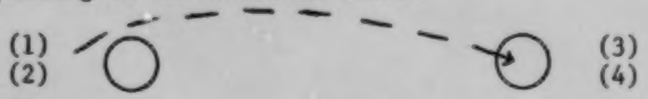
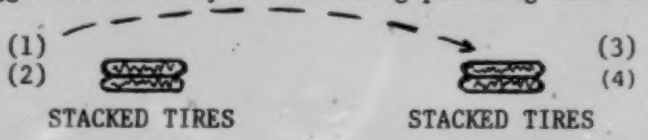
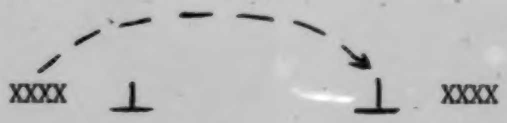
PARK AND RECREATIONAL GAMES

VOLLEY TENNIS

TOPIC	SUGGESTED ACTIVITIES
Serving Skill	1. Practice serving skills using a beanbag, nerf (sponge ball), frisbee or the rings, with a sheet of paper being the target on the chart.  SERVER XXX SERVER XXX PAPER PAPER SERVER XXX SERVER XXX
Throwing Skills	2. Practice skills using a beanbag, nerf (sponge ball), frisbee, or the ring with a sheet of paper being the target.  XXXX 6 ft. PAPER 6 ft. XXXX Note: As the student achieves success at one distance, move progressively to a greater distance up to 40 feet.
Speed and Coordination	3. Practice serving, throwing and catching over a net, progressing the height from 3 to 6 feet. 

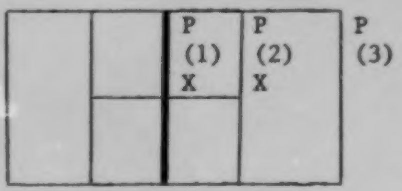
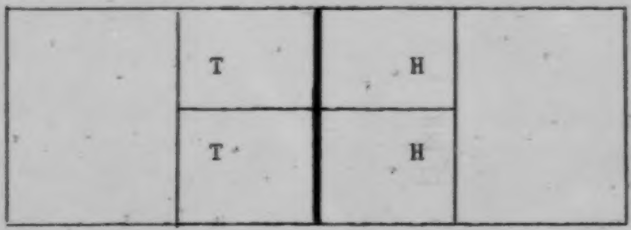
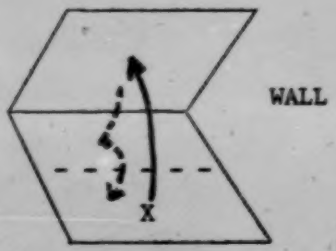
PARK AND RECREATIONAL GAMES

HORSESHOES

TOPIC	SUGGESTED ACTIVITIES
Lead-up Activity	1. Place two hoops or old bicycle tires about 20 or 30 feet apart, depending on the level of skill.  Players 1 and 3 are one team; players 2 and 4 are another. Using horseshoe rules, players throw beanbags until one team scores (X) number of points. (This is left up to the teacher's discretion.)* Scoring System 5 pts. - bag lands in center 3 pts. - bag lands on rim *Instead of playing for points, students may toss for drill purposes.
Pitching With an Arch	2. Suggested activity for teaching pitching with an arch.*  *This activity may be done competitively or in a drill-like situation.
Pitch for Accuracy	3. Suggested lead-up activity using regulation horseshoes (either indoor/outdoor). Students will pitch for accuracy from graduated distances up to 30 feet. 

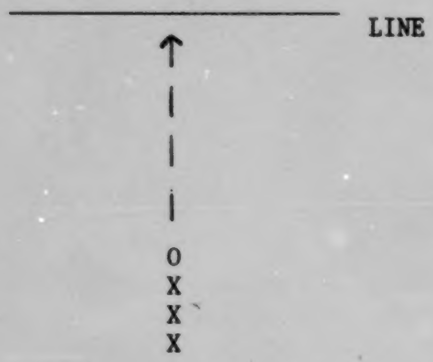
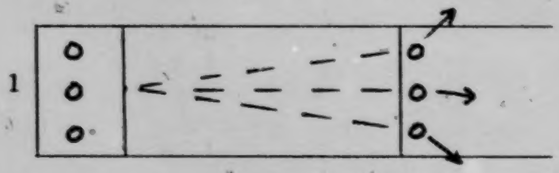
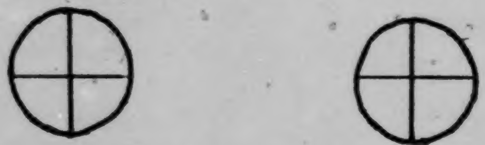
PARK AND RECREATIONAL GAMES

PADDLE TENNIS

TOPIC	SUGGESTED ACTIVITIES
Serving	1. Suggested lead-up activity for serving. (Appropriate for all levels.) Level II uses net at 3 feet. Levels III and IV use 4 feet.  P(1)-Position (1) P(2)-Position (2) P(3)-Position (3) Use the proper technique to master the serve from fore court before moving back to regulation serving position.
Forehand and Backhand Strokes	2. Suggested lead-up activity for forehand and backhand strokes. (Appropriate for all levels using varied net heights.)  T-Tosser H-Hitter Students will rotate from tossers to hitters at teacher's discretion. 3. Students will attempt to volley against the wall using the forehand and backhand volley. Distance from wall will vary depending on student's age and level of skill. 

PARK AND RECREATIONAL GAMES

SHUFFLEBOARD

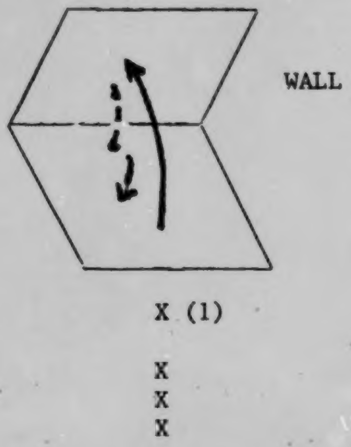
TOPIC	SUGGESTED ACTIVITIES
Aim	1. Suggested activity, sighting for aim. (Appropriate for all levels but especially Level II.)  Students will shoot disc for accuracy at progressive distances.
Practice	2. Suggested activity to practice and study effects of shots involving ricochets. (Appropriate for all levels.)  Student (1) will shoot all 3 discs noting effect of ricochet before Student (2) takes a turn. Distance will vary according to student's age and level of skill.
Lead-up	3. Shufflecurl - lead-up game for shuffleboard; size of circle could vary. Appropriate for Level II.  Suggested distance 30' or greater.

PARK AND RECREATIONAL GAMES

TABLE TENNIS

<table>
<tr><th>TOPIC</th><th>SUGGESTED ACTIVITIES</th></tr>
<tr><td>Forehand, Backhand and Serving</td><td>

1. Suggested activity for practicing forehand, backhand, and serving. A table with the opponent's side up or the wall is used.

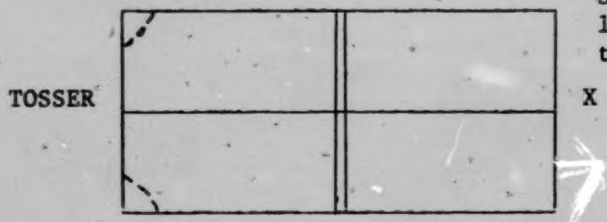


</td></tr>
<tr><td>Practicing Skills</td><td>

2. Use the above table-wall set up for practicing skills with partner. Hitting alternately will improve doubles play.

</td></tr>
<tr><td>Accuracy</td><td>

3. Suggested drill for accuracy in placing shots to the corners.

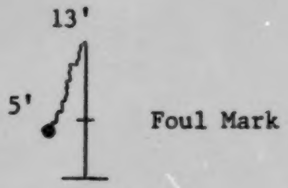
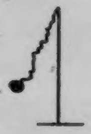


Student will return a simulated shot from tosser to the designated corners.

</td></tr>
</table>

PARK AND RECREATIONAL GAMES

TETHERBALL

TOPIC	SUGGESTED ACTIVITIES
Batting the Ball	Suggested for Levels II and III. 1. Suggested activity for batting the ball in order to wind it around the pole above the foul mark.  Students should try different ways of batting.
Coordination	Suggested activity for improving coordination. Use ping pong or wooden paddles to hit a smaller ball (tennis ball or rubber ball) attached to a small cord or a ball placed inside a sock that is attached to the cord.  The activity should be set up in stations.

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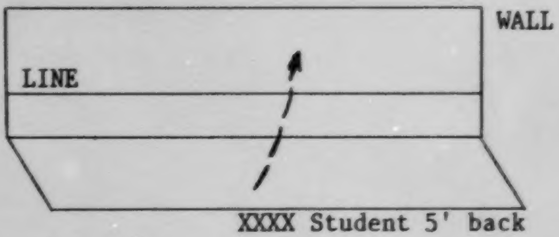
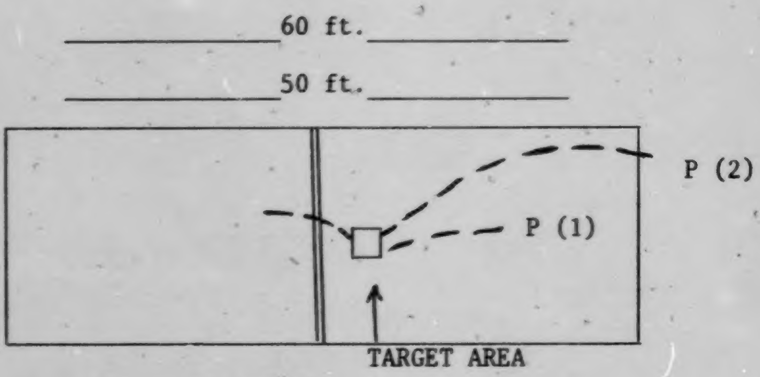
PARK AND RECREATIONAL GAMES

VOLLEY TENNIS

TOPIC	SUGGESTED ACTIVITIES
Volleying	1. Use a line on a wall about 3 feet high. Student stands approximately 5 feet from the wall and puts the ball into play using an underhand serve.  WALL LINE XXXX Student 5' back
Serving	2. Use the proper technique to master the serve to center front before moving back to regulation serving position.  60 ft. 50 ft. P (2) P (1) TARGET AREA
Bumping Skill	3. Bump pass between partners Station (1) Station (2) X X X X Note: As many stations as needed can be used.

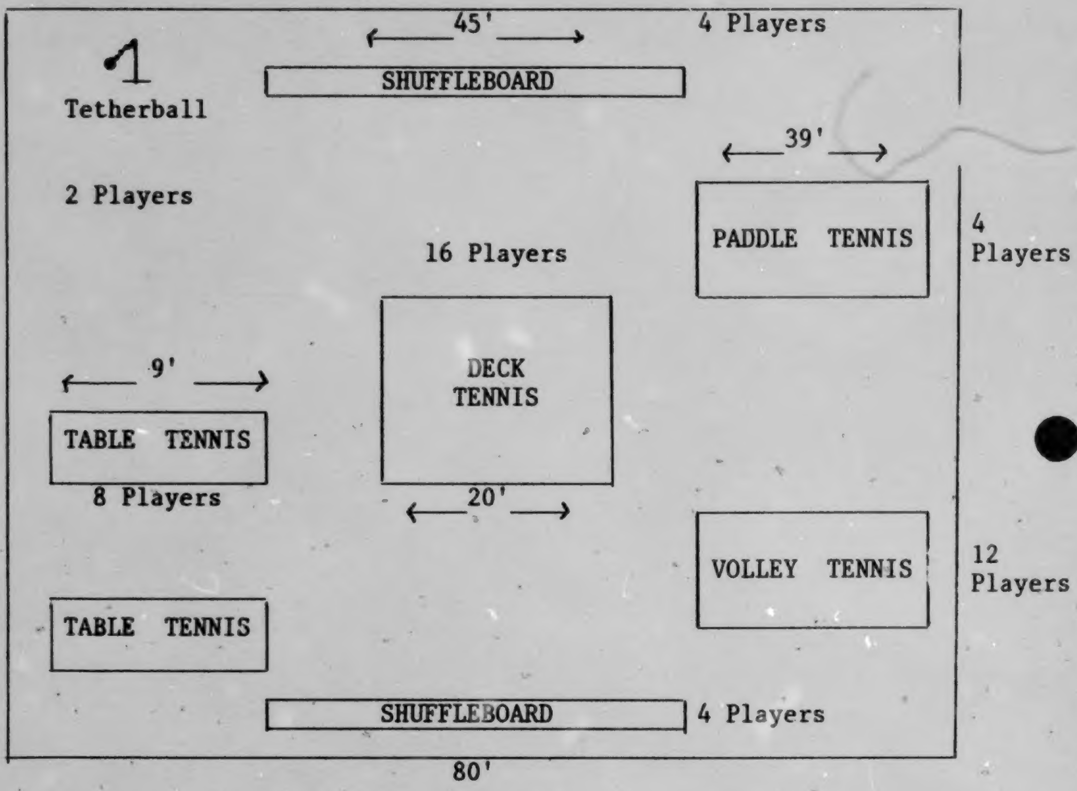
PARK AND RECREATIONAL GAMES

ORGANIZATIONAL PATTERN

TOPIC

SUGGESTED ACTIVITIES

Suggested organizational pattern for an indoor unit or recreational games.


45'
4 Players
Tetherball
SHUFFLEBOARD
39'
2 Players
PADDLE TENNIS
4 Players
16 Players
9'
DECK TENNIS
TABLE TENNIS
8 Players
20'
VOLLEY TENNIS
12 Players
TABLE TENNIS
SHUFFLEBOARD
4 Players
80'

50 Students participating

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Kirchner, Glenn. Physical Education for Elementary School Children. Dubuque: Wm. C. Brown Co., 1978.

Physical Education Guide with Suggested Curriculum for Vermilion Parish Schools, Recreational Activities, Vermilion Parish School Board, 1971.

Seaton, Don C., Howard C. Leibil and Lloyd L. Missersmith. Physical Education Handbook. 6th ed. Prentice Hall, Inc., 1974.

OUTDOOR ADVENTURE

OUTDOOR ADVENTURE

ANGLING AND CASTING

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Knot Tying
    - 1. Improved clinch
    - 2. Blood
    - 3. Nail
- B. Rigging and Outfit
    - 1. Live bait
        - a. Hooks
        - b. Lines
        - c. Sinkers
        - d. Floaters
    - 2. Artificial bait
        - a. Lines
        - b. Lures
- C. Four Basic Methods of Fishing
    - 1. Spin casting
    - 2. Spinning
    - 3. Bait casting
    - 4. Fly casting
- D. Playing the Fish
    - 1. Setting the hook
    - 2. Retrieving the fish
    - 3. Handling the fish

II. Knowledge

- A. Selecting Casting Equipment
    - 1. Spin casting
        - a. Closed face spin casting reel
        - b. Spin casting rod
        - c. Line and plug
    - 2. Spinning
        - a. Open face spinning reel
        - b. Spinning rod
        - c. Line and plug
        - d. Balanced spinning tackle
    - 3. Bait casting
        - a. Bait casting level-wind reel
        - b. Bait casting rod
        - c. Bait casting lines
        - d. Bait casting lures

OUTDOOR ADVENTURE

ANGLING AND CASTING

ACTIVITY CONTENT OUTLINE

4. Fly casting
   a. Manual fly reel
   b. Fly rod
   c. Line
   d. Leader and fly

B. Places to Fish
1. Fresh water
2. Salt water

C. Bait
1. Live
   a. Worms
   b. Minnows
   c. Crickets
   d. Crayfish (crawfish)
   e. Frogs
2. Artificial
   a. Spoon
   b. Spinner
   c. Plug
   d. Jig
   e. Fly

D. Selecting Accessory Equipment
1. Tackle box
2. Fish net
3. Stringers
4. Filleting knife
5. Bucket
6. Rod case
7. Boat seat cushions
8. Life preservers
9. Rubber wading boots

E. Conservation and Laws
1. The meaning of conservation
2. Responsibilities of Department of Natural Resources
3. Values of wardens and game protectors
4. How money from fishing license is used
5. Importance of fishing laws
6. Laws that govern fishing in Louisiana

F. Terminology
1. Back cast

ACTIVITY CONTENT OUTLINE

2. Back lash
3. Bait casting
4. Fly casting
5. Hooking the fish
6. Lures
7. Reel
8. Spin casting
9. Spinning
10. Spinner
11. Still fishing
12. Strike
13. Tackle
14. Spoon
15. Thumbing

III. Attitude

OUTDOOR ADVENTURE

ANGLING AND CASTING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Knot Tying	1. To demonstrate the correct method of tying knots when attaching hooks to monofilament line or when tying two lines together, the student will:		
	1.1 Demonstrate the improved clinch knot used for attaching hooks to fishing line.	III	
	1.2 Demonstrate the blood knot used when joining lines and leaders of same diameter.	III	
	1.3 Demonstrate the nail knot used when joining lines of equal or different diameter.	IV	
Rigging an Outfit	2. To demonstrate the ability to rig an outfit properly with live or artificial bait in a style characterized by:		
	a. Selecting the right kind of hook for the specific kind of fishing.		
	b. Selecting proper line, considering the tackle, type of fishing and the size of the fish.		
	c. Selecting sinkers and floaters for use with live bait.		
	d. Selecting the bait, live or artificial, considering the fish, the fishing area, and the tackle.		
	The student will:		
	2.1 Set different kinds of live bait on the right hooks.	III	
	2.2 Rig a line for artificial and live bait.	IV	

OUTDOOR ADVENTURE

ANGLING AND CASTING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Spin Casting	3. To demonstrate the proper overhead cast in a style characterized by: a. Using a two-handed cast for greater accuracy. b. Using the "rod hand," hold the rod with its reel handles pointing up, the thumb depressing the thumb stop. c. Placing "line hand" just ahead of reel, take the line lightly between thumb and index finger. d. Assuming a casual, sure-footed stance before target, body angled so that "pitching arm" takes the lead. e. Lifting rod until tip is just above target (10 o'clock), keeping elbow and upper arm close to body. f. Starting the cast, lift arm with a smooth motion of wrist that puts the hands at eye level. Stop rod at 1 o'clock, allowing momentum of lure to flex the rod tip backward. g. Beginning forward stroke with a quickly accelerated motion of the wrist and forearm. At 11 o'clock, release the thumb stop to set lure.		
	The student will:		
	3.1 Use correct body position, grip and arm movement for overhead spin casting.	II	
	3.2 Successfully spin cast a distance of 20 to 30 feet.	III	

OUTDOOR ADVENTURE

ANGLING AND CASTING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3.3 From standing position, complete 3 out of 5 casts at targets set at 30 feet.	III	
	3.4 Successfully spin cast from standing position for accuracy with targets set at 20, 30 and 40 feet.	IV	
	3.5 Complete 3 to 5 casts from sitting position with targets set at 30 feet.	IV	
Methods of Fishing	4. To demonstrate an understanding of the four basic methods of fishing, the student will:		
	4.1 Identify the four methods of fishing.	III	
	4.2 Compare the spin casting reel and the spinning reel.	IV	
	4.3 Describe and compare bait casting and fly casting.	IV	
Types of Bait	5. To demonstrate an understanding of the different kinds of live and artificial baits, the student will:		
	5.1 Identify 5 live baits.	III	
	5.2 Identify and describe 4 artificial lures.	IV	
Accessory Equipment	6. To develop an understanding of and the ability to select accessory equipment, the student will:		
	6.1 Describe 8 accessories needed by the well-equipped fisherman.	IV	
Terminology	7. To demonstrate an understanding of basic terms related to angling and		

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	casting, the student will identify the following terms:		
	7.1 Back cast	IV	
	7.2 Back lash	IV	
	7.3 Bait casting	IV	
	7.4 Fly casting	IV	
	7.5 Hooking the fish	IV	
	7.6 Lures	III	
	7.7 Reel	III	
	7.8 Spin casting	III	
	7.9 Spinning	III	
	7.10 Spinner	III	
	7.11 Still fishing	IV	
	7.12 Strike	IV	
	7.13 Tackle	IV	
	7.14 Spoon	IV	
	7.15 Thumbing	IV	
Attitude	8. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	II-III IV	
	8.1 Take part in assigned activities.		
	8.2 Follow established safety rules.		
	8.3 Dress in appropriate attire.		
	8.4 Assist in distribution and care of equipment.		

ANGLING AND CASTING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	8.5 Work independently or in a group on skill development.		

OUTDOOR ADVENTURE

ANGLING AND CASTING

	ACTIVITIES
Knot Tying	1. Provide pieces of rope and organize individual practice. 2. Provide pieces of fishing line and leaders for each student. Have students practice in pairs, assisting each other.
Rigging an Outfit	1. Demonstrate procedure for rigging outfits. Then have students practice in pairs and check each other. 2. Use resource person to demonstrate correct procedure for rigging balanced outfit.
Casting	1. Teacher or student demonstration followed by class participation, with students practicing in pairs to check each other on proper techniques. 2. Using checklists, students work in pairs to evaluate each other followed by final evaluation by teacher. 3. Timed Casting: Area is set about 20-30 feet away. Each student is to make as many hits as possible in 3 minutes. 4. Standing Cast: Individuals cast at five targets placed at varying distances. The nearest target is about 20 feet, the farthest from 30 to 40 feet. Each target is worth 5 points for hit. Scores can vary for each foot off target. 5. Boat Casting: This activity may be simulated on land if water is not readily available. Casting is done from a sitting position. Targets are set 30 feet away. Each student makes a specified number of casts, scoring 5 points for each hit and 3 points for hitting within 3 feet of target. 6. Hole in the Weeds: A one-gallon bucket is placed 20 to 30 feet away. Individuals make casts for accuracy. Score for hit. No score for miss. 7. Catfish: Divide class into groups of pairs. Casting begins on signal. Each time a student hits the target he gets a letter of the word Catfish. (Naturally, another name may be used.)
Methods of Fishing	1. Describe and compare the rods and reels and discuss differences in techniques of each piece of equipment.
Types of Bait	1. Provide artificial and live bait for class to identify.
Accessory Equipment	1. Have students bring to class the accessories needed and to explain the purpose of each.
Terminology	1. Construct a crossword puzzle.
Additional Activities	1. Plan a field trip to a close fishing area. 2. Use fish management personnel to discuss conservation and laws.

OUTDOOR ADVENTURE

ANGLING AND CASTING

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Aftma. *How to Catch Fish in Salt Water*. American Association for Health, Physical Education and Recreation, *Casting and Angling*, Washington D. C., 1958.

Bates, Joseph D., Jr. *Elementary Fishing*. New York: Popular Library, 1967.

Safari Club International Conservation Fund. *Casting and Angling Teaching Packet*. Tucson, Arizona, 1980.

Zebco. *Basic Casting from A to Z*. Tulsa, Oklahoma: Zebco Division Brunswick Corporation.

BOATING

ACTIVITY CONTENT OUTLINE

I. Skill Development

   A. Emergency Procedure
      1. Person overboard
         a. Self-rescue
         b. Active rescue
      2. Capsizing
      3. Distress signals
      4. Aground

   B. Boat Handling on Land
      1. Loading and storage
      2. Carrying a canoe
      3. Basic canoe strokes
         a. Sweeps
         b. Cuts
         c. Rudders
         d. Draws
         e. Pries
         f. Sculling
         g. J-stroke
      4. Trimming an outboard motor
      5. Rigging a sailboat

II. Knowledge

   A. Selecting A Boat

   B. Nomenclature
      1. Basic parts and terms applied to:
         a. Canoes
         b. Sailboats
         c. Motorboats

   C. Terms

   D. Navigational Lights
      1. Lights
         a. Classes A and 1
         b. Classes 2 and 3
      2. Buoys
         a. Types
         b. Colors
         c. Colors of lights, markings and numbers
      3. Charts and maps
      4. Compass

ACTIVITY CONTENT OUTLINE

- E. Rules of the Road
    - 1. Right of way
    - 2. Two approaching vessels
        - a. Motor powered
        - b. Sailboats, canoes, rowboats
    - 3. Signaling codes
- F. Laws
    - 1. Safety equipment
    - 2. Identification
    - 3. Responsibilities of operator
    - 4. Accident reports
- G. Launching, Docking and Anchoring
- H. Towing and Backing a Boat and Trailer

III. Attitude

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Person Overboard	1. To demonstrate the proper procedures for a self-rescue and an active rescue of a person overboard, the student will:		
	1.1 Simulate an overboard situation in which the victim performs proper procedure for a self-rescue.	III	
	1.2 Simulate an overboard situation in which the rescuers perform the proper procedure for an active rescue.	IV	
	1.3 Simulate an overboard situation in which an active rescue is performed on an injured victim.	IV	
Capsizing	2. To demonstrate the proper procedure for handling a boat that has been capsized, the student will:		
	2.1 Capsize a boat on dry land, and execute the procedure for single person rescue.	II	
	2.2 Capsize a canoe on dry land and execute the procedure for a two or more person rescue.	III	
	2.3 Capsize a canoe on dry land and execute a canoe over canoe rescue.	IV	
Distress Signals	3. To demonstrate how to signal an emergency situation, the student will signal SOS:		
	3.1 With a flashlight.	IV	
	3.2 With a horn or whistle.	III	
	3.3 With a mirror.	III	

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3.4 With arm action.	II	
	3.5 With a flag.	IV	
Loading and Storage	4. To demonstrate how to properly load passengers and store equipment in a boat, the student will:		
	4.1 Load a small boat with safety equipment and four passengers.	IV	
Carrying a Canoe	5. To demonstrate the proper positions used to carry a canoe, the student will:		
	5.1 Perform a four-man carry.	II	
	5.2 Perform a three-man carry.	III	
	5.3 Perform a two-man carry.	IV	
Basic Strokes	6. To demonstrate the correct paddling mechanics of the following strokes: a. Basic stroke b. Sweeps c. Cuts d. Rudders e. Draws f. Pries g. Sculling h. J-stroke		
	The student will:		
	6.1 Execute 4 strokes correctly 3 out of 5 times.	II	

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	6.2 Execute 6 strokes correctly 3 out of 5 times.	III	
	6.3 Execute 8 strokes correctly 3 out of 5 times.	IV	
Trimming an Outboard Motor	7. To demonstrate the ability to properly adjust a small engine on an outboard powered boat, the student will:		
	7.1 Place engine on a small boat and adjust the tilt angle for maximum efficiency.	IV	
Selecting a Boat	8. To demonstrate an understanding of the distinguishing features of the following different types of boats:		
	a. Hulls		
	b. Wooden boats		
	c. Metal Boats		
	d. Fiberglass boats		
	e. Power boats		
	The student will:		
	8.1 Identify the three basic hull forms.	II	
	8.2 Compare the advantages and disadvantages of the metal, fiberglass and wood boats.	III	
	8.3 Identify the various powerboats and the effect of their respective hulls.	IV	
Nomenclature	9. To demonstrate an understanding of the basic parts of a canoe, motorboat, and sailboat, the student will identify:		

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	9.1 Stern	II	
	9.2 Keel	II	
	9.3 Transom	II	
	9.4 Bow	II	
	9.5 Deck	II	
	9.6 Gunwale	III	
	9.7 Hull	II	
	9.8 Seat	III	
	9.9 Rib	III	
	9.10 Cleat	III	
	9.11 Freeboard	III	
	9.12 Chine	III	
	9.13 Engine well	IV	
	9.14 Stern light	IV	
	9.15 Centerboard	IV	
	9.16 Tiller	IV	
	9.17 Rudder	IV	
	9.18 Mast	IV	
	9.19 Boom	IV	
	9.20 Sail	IV	
	9.21 Bridle	IV	
	9.22 Halyard	IV	
	9.23 Sheets	IV	

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	9.24 Cockpit	IV	
	9.25 Painter	IV	
	9.26 Stay	IV	
Terminology	10. To demonstrate an understanding of basic terms related to boating, the student will identify the following terms.		
	10.1 Starboard	III	
	10.2 Port	III	
	10.3 Leeward	III	
	10.4 Windward	III	
	10.5 Abeam	III	
	10.6 Mooring	IV	
	10.7 Buoy	IV	
	10.8 Point	IV	
	10.9 Scope	IV	
	10.10 Yaw	IV	
Lights	11. To demonstrate an understanding of the requirements for navigational lights, the student will:		
	11.1 Identify the types of navigational lights and where they are positioned on Classes A and 1 boats.	IV	
	11.2 Identify the types of navigational lights and where they are positioned on Classes 2 and 3 boats.	IV	

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Buoys	12. To recognize and identify the various kinds of buoys and to demonstrate an understanding of what they signify, the student will:		
	12.1 Describe four basic types of buoys and draw their shapes.	III	
	12.2 Describe the color systems of buoys.	III	
	12.3 Describe the buoy light phases for nighttime navigation and the meaning of the various numbers and markings.	IV	
Charts and Maps	13. To demonstrate an understanding of the various symbols and points on navigational charts and maps, the student will:		
	13.1 Identify the symbols and information given on a navigational map.	IV	
Rules of the Road	14. To demonstrate knowledge of responsibilities and options in determining a safe course of action of all the vessels underway, the student will:		
	14.1 Describe the rights of the privileged and burdened vessels.	III	
	14.2 Explain the procedure of right of way for two approaching vessels including canoes, sailboats, rowboats, and motorboats.	III	
	14.3 Explain the types of signaling codes used to tell other vessels one's course of action.	IV	

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Laws	15. To demonstrate an understanding of the rules and regulations necessary for safe boating, the student will:		
	15.1 Identify required safety equipment needed on board a canoe, sailboat, and motorboat.	III	
	15.2 Explain the procedure for acquiring ID numbers and the rules for affixing them to the boat.	IV	
	15.3 List five responsibilities of the boat operator.	IV	
Launching, Docking and Anchoring	16. To demonstrate an understanding of the procedures for launching, docking, and anchoring a boat, the student will:		
	16.1 Identify and label four types of anchors.	III	
	16.2 Summarize the proper procedures to follow when leaving a dock or launching ramp.	IV	
	16.3 Describe the specific procedures required to dock a boat in the event that outside forces are strong enough to influence its course.	IV	
Attitude	17. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	II-III IV	
	17.1 Take part in assigned activities.		
	17.2 Follow established safety rules.		
	17.3 Dress in appropriate attire.		

BOATING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	17.4 Assist in distribution and care of equipment. 17.5 Work independently or in a group on skill development.		

OUTDOOR ADVENTURE

BOATING

	ACTIVITIES
Person Overboard	1. Student will discuss the role the boat operator plays in avoiding the situation of person overboard. 2. Simulate overboard situations (on dry land) using an overturned boat and/or rescue boat to practice a self and active rescue.
Capsizing	1. Students will practice a canoe over canoe rescue.
Distress Signals	1. Students will collect devices used for distress signals and practice proper procedure for using them.
Loading and Storage	1. Students will determine if a boat is safe and properly loaded, check the capacity plate, then select those classmates and equipment to be taken on a trip. Itemize all persons' names, weight, and list equipment and supplies with the attendant weight. Find the total weight and subtract from the recommended weight limit. Make necessary adjustments to make the boat safe. 2. List 10 examples of equipment and supplies you may store on your boat. By each item, the student will write the proper storage technique for that article. 3. Students will practice loading passengers and storing equipment on a small boat.
Basic Strokes	1. Have students practice turning and lifting canoe. 2. Place students in pairs and give them specific strokes to execute as a team. 3. Give specific situations and have students determine the strokes which work best.
Selecting the Boat	1. Students will select the boat they would most like to own, draw it, and give reason for selection.
Nomenclature	1. Students will be given a handout of a small boat, canoe, or sailboat for parts identification.
Lights	1. Students will draw and color the lights seen and identify the boat and its course (course is north toward top of page): a) 16-foot motorboat heading west crosses in front of you. b) 16-foot motorboat heading east crosses in front of you. c) 16-foot motorboat heading south approaches you. d) 16-foot motorboat heading north is in front of you.
Buoys	1. Students will construct 4 basic types of buoys using any suitable materials available.

OUTDOOR ADVENTURE

BOATING

	ACTIVITIES
Rules of the Road	1. Student will draw the event described and illustrate the proper signal: a. Privileged vessel. b. Burdened vessel. c. Your boat passing to the right of an anchoring boat. d. Your boat passing to the left of an oncoming boat.
Laws	1. Students will make a checklist of equipment required for canoes, sailboats and motor-powered boats. 2. Students will properly place the numbering system on a sketch of a 16-foot boat.
Launching, Docking, Anchoring	1. Students will draw and label four types of anchors. 2. Students will demonstrate proper procedures for docking a boat: a. Into the wind or current. b. With the wind or current. c. Cross wind or current.

OUTDOOR ADVENTURE

BOATING

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FIREBUILDING

ACTIVITY CONTENT OUTLINE

I. Skill Development

  A. Selection of Site

  B. Basic Fire Materials
    1. Tinder
    2. Kindling
    3. Fuel
    4. Wood selection
      a. Hard
      b. Soft

  C. Construction of Fire Lay

  D. Construction of Fires
    1. Types
      a. A-frame
      b. Teepee
      c. Crisscross
      d. Hunter-trapper
      e. Bean hole
      f. Council
      g. Reflector
      h. Wet wood
      i. One match
      j. Friction fire
    2. Starting
    3. Feeding
    4. Cooking
    5. Extinguishing

  E. Menu Planning

II. Knowledge

  A. Fire Safety
    1. Safe spot
    2. Safe fire
    3. Complete extinguishing

  B. Fire Etiquette
    1. Do not chop down trees
    2. Leave fire site so there is no trace
    3. Build fires only in prescribed areas

ACTIVITY CONTENT OUTLINE

C. Purpose and Use of Each Fire (listed in I(D)(1)(a-j)

D. Identification of Woods
  1. Hard
  2. Soft

E. Basic Fire Materials

F. Construction of Fire Lay

III. Attitude

A. Preparation
  1. Small group
  2. Individual

B. Fire Safety and Etiquette

C. Recovery of Site

OUTDOOR ADVENTURE

FIREBUILDING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Firebuilding Skill	1. To demonstrate the construction, lighting, feeding, cooking, and extinguishing of the following types of fires: a. A-frame b. Teepee c. Crisscross d. Hunter-trapper e. Bean hole f. Council g. Reflector h. Wet wood i. One match j. Friction		
	The student will:		
	1.1 Construct, light, feed and extinguish an A-frame fire.	II	
	1.2 Construct, light, feed, cook, and extinguish a fire used in cooking and one used in ceremonies.	III	
	1.3 Construct, light, feed and extinguish reflector, wet wood, and one match fires.	IV	
Knowledge	2. To demonstrate the use of tinder, kindling and fuel, the student will:		
	2.1 Identify the three basic materials used in fire construction.	II	

OUTDOOR ADVENTURE

FIREBUILDING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3. To demonstrate the ability to:		
	a. Construct a fire lay.		
	b. Practice fire safety.		
	c. Practice fire etiquette.		
	The student will:		
	3.1 Describe the selection of a fire lay.	III	
	3.2 Describe three basics of fire safety.	III	
	4. To demonstrate the proper use and purpose of the following types of fires:		
	a. A-Frame		
	b. Teepee		
	c. Crisscross		
	d. Hunter-trapper		
	e. Bean hole		
	f. Council		
	g. Reflector		
	h. Wet wood		
	i. One match		
	The student will:		
	4.1 Identify the purpose of eight types of fires.	III	
	4.2 Describe how to and when to use a friction fire.	IV	

OUTDOOR ADVENTURE

FIREBUILDING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	5. To demonstrate knowledge of hard and/or soft wood selection for fires, the student will:		
	5.1 Describe two uses of wood types in fire construction.	III	
	5.2 Identify the types of hardwood and two types of softwood used in fires.	IV	
Attitude	6. To demonstrate social interaction and to comply with proper safety procedures, the student will:		
	6.1 Comply with proper fire building safety and etiquette.	II-III IV	
	6.2 In a small group, willingly share responsibility from the building to the clean up of fire preparation and use.	II-III IV	
Attitude	7. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	II-III IV	
	7.1 Take part in assigned activities.		
	7.2 Follow established safety rules.		
	7.3 Dress in appropriate attire.		
	7.4 Assist in distribution and care of equipment.		
	7.5 Work independently or in a group on skill development.		

OUTDOOR ADVENTURE

FIREBUILDING

	ACTIVITIES
Firebuilding	1. Teacher demonstration, student participation and practice, and teacher-student discussion of: a. Fire materials, fire lay, starting, feeding, and extinguishing fires. b. Types of fires: teepee, A-frame, crisscross, hunter-trapper, bean hole, council, reflector, wet wood, one match, and friction fires. c. Hard and soft woods and wood selection for fires. d. Fire use and purpose of each type of fire. 2. Identification charts and posters on: a. Wood selections. b. Types of fires. 3. Small group work in fire construction and use. 4. Menu planning for outdoor cooking using fires. 5. Cook-outs using each type of fire. 6. Roasting marshmallows or hot dogs on fires made. 7. Obstacle courses using basic firebuilding techniques. 8. Camping trips. 9. Recovery of fire sites leaving no trace.

OUTDOOR ADVENTURE

GUN SAFETY

ACTIVITY CONTENT OUTLINE

1. Skill Development

   A. Gun Carries
      1. Ready or two hand
      2. Cradle
      3. Side or underarm
      4. Shoulder
      5. Trail

   B. Fundamentals of Rifle Shooting
      1. Shooting position
         a. Prone
         b. Sitting
         c. Kneeling
         d. Standing
      2. Shouldering the gun
      3. Aiming
      4. Trigger squeeze
      5. Breath control
      6. Loading and unloading
      7. Dry firing and firing

   C. Fundamentals of Shotgun Shooting
      1. Feet position and stance
      2. Mounting the shotgun
      3. Eyeing the target
      4. Slapping the trigger
      5. Follow-through
      6. Field skills
      7. Loading and unloading

   D. Handgun Hunting
      1. Grip
      2. Shooting position when standing
      3. Loading the gun
      4. Hunting positions
         a. Kneeling
         b. Sitting
         c. Prone
      5. Sighting and aiming
      6. Marksmanship skills

II. Knowledge

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OUTDOOR ADVENTURE

GUN SAFETY

ACTIVITY CONTENT OUTLINE

A. Firearms
   1. History
   2. Parts and operation
      a. Stock
      b. Action
      c. Barrel
   3. Action Types
      a. Shoulder guns
         1) Lever
         2) Bolt
         3) Pump
         4) Hinge
         5) Semi-automatic
      b. Handguns
         1) Revolver
         2) Semi-automatic

B. Ammunition

C. Firearm Safety Rules
   1. Always point the muzzle in a safe direction.
   2. Treat every gun as if it were loaded.
   3. Keep the action open.
   4. Know your gun and ammunition.
   5. Be sure of your target and...beyond.
   6. Know where your companions are.
   7. Do not mix alcohol and hunting.
   8. Never shoot where you will have a ricochet.

D. Procedures for Caring for Gun and Ammunition
   1. Clean gun before and after each firing.
   2. When possible, keep ammunition in box.
   3. Keep ammunition clean and dry.
   4. When possible, store the gun in a horizontal position.

E. Range Procedures
   1. Ready on the firing line?
   2. Load the guns.
   3. Fire when ready.
   4. Cease firing.

F. Areas of Hunter Responsibility
   1. Obtain permission of private landowner.
   2. Respect property and rules of landowner.

ACTIVITY CONTENT OUTLINE

    3. Respect public property.
    4. Practice personal safety.
    5. Extend courtesy to others.
G. Reasons for Game Laws
    1. To protect game.
    2. To ensure safety and welfare of people.
    3. To ensure each individual the opportunity to take game.

III. Attitude

OUTDOOR ADVENTURE

GUN SAFETY

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Gun Carries	1. To demonstrate the correct gun carries and apply the following rules of safety:		
	a. Safety "on."		
	b. Finger outside the trigger guard.		
	c. Muzzle under control, pointed away from self and others.		
	The student will:		
	1.1 Demonstrate the proper "ready carry" position in safe handling of the gun.	III	
	1.2 Demonstrate the proper techniques for the following carries: a) Cradle b) Side or underarm c) Shoulder d) Trail	IV	
Shooting Positions	2. To demonstrate shooting positions in a style characterized by:		
	a. Bone support of gun, not muscles.		
	b. Relaxed and comfortable without strain.		
	c. Natural point of aim.		
	The student will:		
	2.1 Demonstrate the prone position for shooting.	III	
	2.2 Demonstrate proper breath control, trigger squeeze and follow through by dry firing the BB gun in prone position.	IV	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	2.3 Demonstrate correct technique in each of the following positions: a) Sitting b) Kneeling c) Standing	IV	
	2.4 Perform, to some degree of accuracy, live firing from each of the four positions, using the BB gun.	IV	
Shouldering the Gun	3. To demonstrate the ability to shoulder a gun in a style characterized by:		
	a. Bringing the gun to the cheek first, then back to the shoulder in one continuous motion.		
	b. Holding head erect, butt of stock always in same spot on the shoulder.		
	The student will:		
	3.1 Demonstrate the correct way to shoulder the gun in prone position.	III	
Loading and Unloading the Gun	4. To demonstrate procedures for loading and unloading a firearm while under the supervision of an instructor, the student will:		
	4.1 Load and unload the BB gun.	III	
	4.2 Load and unload a rifle and shotgun using "dummy" ammunition.	IV	
Parts of a Gun	5. To demonstrate an understanding of the parts and operation of a firearm, the student will:		

OUTDOOR ADVENTURE

GUN SAFETY

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	5.1 Identify and describe the following parts of a gun: a) Stock b) Action c) Barrel	III	
Action Types	6. To demonstrate an understanding of the five basic actions of the rifle and shotgun, the student will:		
	6.1 Identify the five action types of the rifle and shotgun.	IV	
Safety	7. To demonstrate an understanding of the firearm safety rules, the student will:		
	7.1 Identify the following three primary rules of gun safety: a) Always point the muzzle in a safe direction. b) Treat every gun as if it were loaded. c) Keep the action open.	II-III IV	
	7.2 Identify the following rules of firearm safety: a) Know your gun and ammunition. b) Be sure of your target and beyond. c) Know where your companions are. d) Do not mix alcohol and hunting. e) Never shoot where you will have a ricochet.	II-III IV	
Caring for Guns and Ammunition	8. To demonstrate an understanding of procedures for caring for guns and ammunition, the student will:		
	8.1 Describe the procedures for caring for guns and ammunition.	III	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Range Procedures	9. To demonstrate an understanding of the correct range procedure when firing, the student will:		
	9.1 Describe the firing range commands.	IV	
Hunter Responsibility	10. To demonstrate an understanding of the areas of hunter responsibility, the student will:		
	10.1 Identify the areas of hunter responsibility as related to ethics and citizenship.	IV	
Game Laws	11. To demonstrate an understanding of the hunter's role in conservation, the student will:		
	11.1 Identify the three basic reasons for game laws.	IV	
Attitude	12. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	II-III IV	
	12.1 Take part in assigned activities.		
	12.2 Follow established safety rules.		
	12.3 Dress in appropriate attire.		
	12.4 Assist in distribution and care of equipment.		
	12.5 Work independently or in a group on skill development.		

OUTDOOR ADVENTURE

GUN SAFETY

	ACTIVITIES
Gun Carries	1. In the classroom or in the field, have students use BB guns to practice correct gun carries in group hunting situations (ex. walking abreast, single file, scattered formation).
Rifle Shooting	1. Organize students in pairs (one the loader, one the shooter). On range command given by instructor, the loader will hand gun to shooter who will carry and shoulder the gun while in prone position.
	2. Organize students in pairs with shooter dry firing BB gun from prone position.
	3. Organize students in pairs with shooter firing from each shooting position, following range commands.
	4. The following exercise helps the instructor on the firing line to detect poor trigger squeeze. Have the shooter lie in prone position. The shooter turns his head aside and the instructor either loads or pretends to load the gun, closes the action and tells the shooter to fire. The principal value of this exercise is that it allows the shooter to see for himself that he is jerking the trigger or flinching. It is quite apparent when the gun does not actually fire.
	5. Have students shoot with BB guns at targets set at 10-15 feet from the shooting line.
Shotgun Shooting	1. Have students practice mounting the gun in standing position, using a stance that ensures complete mobility and body control.
	2. Have students practice the "swing through" shooting technique. Explain that you sight carefully on a moving target, swinging with it in its flight path; then, increasing the speed of the gun, swing so the muzzle passes the target. Keeping the gun swinging, the shooter fires just as the muzzle covers the target.
	3. Arrange skeet shooting experience through Louisiana Wildlife and Fisheries Commission.
	4. Use resource person who has access to direct types of firearms to demonstrate proper loading and unloading procedures.
	5. In classroom, have students load and unload, using "dummy" ammunition.
	6. Have students load and unload the BB guns preceding and following each round of firing.
Parts and Operation of Firearm	1. Using the BB gun as a model, have class discussion of parts and operation of gun.
	2. Use resource person who has access to various types of firearms to demonstrate the different types and how they operate.
	3. Have students prepare posters labeling parts of gun.
	4. Have students make posters illustrating the five action types.

OUTDOOR ADVENTURE

GUN SAFETY

	ACTIVITIES
Safety Rules	1. Obtain films from Louisiana Wildlife and Fisheries Commission on firearm safety. 2. Set up an obstacle course in the classroom or in the field to test safe gun handling skills. The following simulated exercises in the classroom may be used: a) Cars--Chairs for front seat, back seat and facing to the rear b) Fence--Chairs, chairs and rope or an actual section of fencing c) Duck Blind--Outline on floor, chairs (practice location of hunters and zones of fire) d) Camp Site--Mark area on floor (practice entering and leaving camp, when to load, unload and store) 3. Lead class discussion on firearm safety rules. 4. A set of 20 different firearms handling and safety situations, taken from the Uniform Hunter Casualty Report, have been illustrated for use as a picture quiz. They can be used in a number of ways when teaching safe gun handling.
Caring for Guns and Ammunition	1. Lead class discussion on procedures for caring for gun and ammunition. Following the discussion, have students clean the BB guns.
Range Procedures	1. Allow each student the opportunity to give range commands while being supervised by instructor.

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OUTDOOR ADVENTURE

HIKING

ACTIVITY CONTENT OUTLINE

- I. Skill Development
  - A. Trailblazing
    - 1. Cairns
    - 2. Sticks
    - 3. Grass
  - B. Hiking Steps
  - C. Pace
  - D. Type of Hikes
    - 1. Nature scavenger
    - 2. Sealed order
    - 3. Flip a coin
    - 4. Follow the stream
    - 5. Tracking
  - E. Use of Map and Compass
    - 1. Direction
    - 2. Reading a topographical map
- II. Knowledge
  - A. Definition of hiking
  - B. Foot Care
    - 1. Shoes
      - a. Boot selection
        - 1) Comfort
        - 2) Type
        - 3) Care
    - 2. Socks
    - 3. Care of feet
  - C. Clothing
    - 1. Dress for weather
    - 2. Layer clothing
  - D. Food and Drink
    - 1. Canteen
    - 2. Meal planning

ACTIVITY CONTENT OUTLINE

- a. Day hikes
- b. Two-day hikes
- 3. Snacks
- E. Check Lists

- F. Use of Map and Compass
  - 1. Direction
  - 2. Reading a topographical map

- G. Safety
  - 1. Avoid hiking on main roads
  - 2. Weather precautions
  - 3. Single file on roads, face oncoming traffic
  - 4. First aid
    - a. Poisonous snakes
      - 1) Cottonmouth
      - 2) Rattlesnake
      - 3) Copperhead
      - 4) Coral
    - b. Nonpoisonous snakes
    - c. Poisonous plants
      - 1) Poison ivy
      - 2) Poison oak
    - d. Blisters
    - e. Insect bites
  - 5. Types of hikes
    - a. Nature scavenger
    - b. Sealed order
    - c. Flip a coin
    - d. Follow the stream
    - e. Tracking

- III. Attitude

  - A. Appreciation of Nature
    - 1. Wildlife
    - 2. Foliage

  - B. Sense of Safety

  - C. Respect for Property of Others and Self

OUTDOOR ADVENTURE

HIKING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Hiking Skill	1. To demonstrate competency in trailblazing, the student will:		
	1.1 Blaze trails using the three types (cairns, sticks, grass).	III	
	2. To demonstrate knowledge of determining a pace, the student will:		
	2.1 Determine the length of his own pace.	IV	
	3. To demonstrate proper use of map and compass, the student will:		
	3.1 Read a compass bearing in degrees.	III-IV	
Knowledge	4. To demonstrate competency in a knowledge of hiking, the student will:		
	4.1 Define hiking.	III	
	5. To demonstrate knowledge of the following types of hikes:		
	a. Nature scavenger		
	b. Sealed order		
	c. Flip a coin		
	d. Follow the stream		
	e. Tracking		
	The student will:		
	5.1 Describe two types of hikes.	III	
	6. To demonstrate knowledge of safe hiking procedures, the student will:		

OUTDOOR ADVENTURE

HIKING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	6.1 Identify two kinds of poisonous snakes and two kinds of poisonous plants.	III-IV	
	6.2 Describe safety measures when hiking.	II-III IV	
	6.3 Comply with safety rules when hiking.	II-III IV	
	7. To demonstrate knowledge of economical, nutritional meal planning, the student will:		
	7.1 Describe meal planning for one-day hikes and two-day hikes (including snacks).	III-IV	
	8. To demonstrate knowledge of map and compass techniques, the student will:		
	8.1 Identify a topographical map.	IV	
	9. To demonstrate knowledge of clothes and boot selection for hiking, the student will:		
	9.1 Identify proper shoes and clothes to be worn when hiking.	III-IV	
	9.2 Describe how to make proper boot selection.	III-IV	
Attitude	10. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	II-III IV	
	10.1 Take part in assigned activities.		
	10.2 Follow established safety rules.		
	10.3 Dress in appropriate attire.		

OUTDOOR ADVENTURE

HIKING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	10.4 Assist in distribution and care of equipment.		
	10.5 Work independently or in a group on skill development.		

OUTDOOR ADVENTURE

HIKING

	ACTIVITIES
Hiking	1. Teacher demonstration, student participation and practice of: a. Types of trailblazing. b. Use of map and compass. 2. Teacher-student discussion on: a. Boot selection, types and care. b. One-day and two-day hikes. c. Meal planning, check lists, and safety. d. Values of nature and the environment. e. Hiking, foot care, clothing, first aid, and types of hikes. f. Where to hike, obtaining others' permission to use private property, and destination of hikes. 3. Teacher-planned drills on reading compass and maps. 4. Topographical maps--bought (U. S. Geological Service) and student-made. 5. Student determination of his pace and hiking steps. 6. Student demonstrations on proper footwear and clothing for hiking. 7. Student demonstrations on safety. 8. Resource person from local sporting goods store to discuss equipment. 9. Posters and bulletin boards on: a. Poisonous snakes b. Poisonous plants c. Hiking safety 10. Teacher- and student-planned hikes on school campus and on field trips. 11. Obstacle course hike with teacher-made safety hazards. 12. Field trips. 13. Day hikes; 2-3 day hikes.

OUTDOOR ADVENTURE

KNOTS AND LASHINGS

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Knots
  - 1. Parts of a rope
    - a. Bight
    - b. Standing part
    - c. End
    - d. Loop
  - 2. Simple knots
    - a. Overhand
    - b. Underhand
    - c. Figure eight
    - d. Square
  - 3. Other knots
    - a. Bowline
    - b. Clove hitch
    - c. Half hitch
    - d. Taut line
    - e. Sheet bend
  - 4. Whipping a rope

- B. Lashing
  - 1. Types
    - a. Square
    - b. Diagonal
    - c. Tripod
    - d. Shear
    - e. Malay hitch
    - f. Continuous

- C. Construction of Useful Items Using Knots and Lashings
  - 1. Table
  - 2. Chairs
  - 3. Shelters
  - 4. Stools
  - 5. Cooking equipment
  - 6. Tools
  - 7. Cache
  - 8. Ladders
  - 9. Bridges
  - 10. Rafts

OUTDOOR ADVENTURE

KNOTS AND LASHINGS

ACTIVITY CONTENT OUTLINE

II. Knowledge

A. Characteristics of a Good Knot
   1. Easy to tie
   2. Easy to untie
   3. Does its job well

B. Types of Rope
   1. Woven
   2. Laid
   3. Sash cord
   4. Binder twine

C. Purpose and Use of Types of Knots
   1. Overhand
   2. Underhand
   3. Figure eight
   4. Square
   5. Bowline
   6. Clove hitch
   7. Half hitch
   8. Taut line
   9. Sheet bend

D. Purpose and Use of Whipping

E. Purpose and Use of Types of Lashing
   1. Square
   2. Diagonal
   3. Tripod
   4. Shear
   5. Malay hitch
   5. Continuous

F. Methods of Making Items

G. Purpose of Items Made

H. Implementing Materials

III. Attitude

A. Preparation
   1. Small groups
   2. Individual

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OUTDOOR ADVENTURE

KNOTS AND LASHINGS

ACTIVITY CONTENT OUTLINE

B. Appreciation of Pioneer Living Skills

C. Appreciation of Self- and Group-constructed Items

OUTDOOR ADVENTURE

KNOTS AND LASHINGS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Knots and Lashing Skill	1. To demonstrate an understanding of parts of a rope used in rope tying, the student will identify:		
	1.1 The bight.	II	
	1.2 The standing part.	II	
	1.3 The end.	II	
	1.4 The loop.	II	
	2. To demonstrate the ability to tie knots, the student will:		
	2.1 Tie the underhand, overhand, figure eight, and square knots.	III	
	2.2 Tie the bowline, clove hitch, taut line, half hitch, and sheet bend knots.	IV	
	3. To demonstrate the ability to lash the following types:		
	a. Square		
	b. Diagonal		
	c. Tripod		
	d. Shear		
	e. Malay hitch		
	f. Continuous		
	The student will:		
	3.1 Demonstrate four out of six types of lashings.	III	
Knowledge	4. To demonstrate knowledge of the characteristics of a good knot and		

OUTDOOR ADVENTURE

KNOTS AND LASHINGS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	the ability to recognize types of rope, the student will:		
	5.1 Describe the characteristics of a good knot.	II	
	5.2 Identify two types of rope.	III	
	6. To demonstrate the proper use and purpose of the following knots and lashings:		
	a. Knots 1) Overhand 2) Underhand 3) Figure eight 4) Square 5) Bowline 6) Clove hitch 7) Taut line 8) Half hitch 9) Sheet bend		
	b. Lashings 1) Square 2) Diagonal 3) Tripod 4) Shear 5) Malay hitch 6) Continuous		
	The student will:		
	6.1 State the purpose of the overhand, square, and figure eight knots.	II-III	
	6.2 State the purpose and use of five knots and five lashings.	III	
	7. To demonstrate the construction of implemented items such as:		
	a. Tables		

OUTDOOR ADVENTURE

KNOTS AND LASHINGS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	b. Chairs		
	c. Shelters		
	d. Stools		
	e. Cooking equipment		
	f. Tools		
	g. Cache		
	h. Ladders		
	i. Bridges		
	j. Rafts		
	The student will:		
	7.1 Describe how to implement four items using knots and lashings.	IV	
Attitude	8. To demonstrate social interaction, the student will:		
	8.1 Willingly assist other students in tying knots and in lashing by working in small groups and with a partner.	II-III IV	
	8.2 Express creativity in the use of knots and lashings by constructing usable items individually and with a small group.	III-IV	
Attitude	9. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	II-III IV	
	9.1 Take part in assigned activities.		
	9.2 Follow established safety rules.		

KNOTS AND LASHINGS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	9.3 Dress in appropriate attire.		
	9.4 Assist in distribution and care of equipment.		
	9.5 Work independently or in a group on skill development.		

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OUTDOOR ADVENTURE

KNOTS AND LASHINGS

	ACTIVITIES
Knots and Lashings	1. Teacher-student discussions, teacher demonstration, and student participation and practice of: a. Types of ropes b. Parts of rope c. Tying each type of knot d. Each type of lashing e. Characteristics of a good knot f. Purpose and use of each type of knot and each type of lashing g. Pioneer living equipment h. Methods of constructing items using materials found on school campus i. Purpose of construction of items made 2. Making permanent and useful items for the class or school. 3. Making individual ropes. 4. Making knot boards and lashings boards. 5. Teacher-made obstacle courses using types of knots and lashings. 6. Teacher-made problem solving situations. 7. Relay races on knot tying and lashing. 8. Individual and group projects using lashing and knots. 9. Nature crafts. 10. Obstacle courses using equipment made by students.

OUTDOOR ADVENTURE

OUTDOOR COOKING

ACTIVITY CONTENT OUTLINE

I. Skill Development

- A. Outdoor Cooking
    - 1. Beginners
        - a. Tin can stoves and buddy burners
    - 2. Intermediate
        - a. Toasting
        - b. Broiling
        - c. Stewing or boiling
        - d. Frying
        - e. One-pot meals
        - f. Steaming
        - g. Barbecuing
        - h. Baking
    - 3. Advanced
        - a. Planking
        - b. Bean hole
        - c. Non-utensil meals
        - d. On-a-rock cooking
        - e. Coleman stoves
        - f. Backpacking stoves

- B. Preparation
    - 1. Preparation of cooking site
    - 2. Cooking the meal
        - a. Tin can cooking
        - b. Open fire
        - c. Green stick cooking
        - d. Foil cooking
        - e. Stoves
        - f. Novelty cooking
            - 1) Paper bag
            - 2) Aluminum foil
            - 3) Solar
    - 3. Clean-up

- C. Menu Planning
    - 1. Preparing menus
    - 2. Shopping for menu items
    - 3. Purchase of food

II. Knowledge

- A. Definition of Terms

ACTIVITY CONTENT OUTLINE

    1. Toasting
    2. Broiling
    3. Stewing or boiling
    4. Frying
    5. One-pot meals
    6. Steaming
    7. Barbecuing
    8. Baking

B. Identification of Terms
    1. Planking
    2. Bean holes
    3. Non-utensil meals
    4. On-a-rock cooking
    5. Reflector oven cooking
    6. Coleman stoves
    7. Backpacking stoves

C. Menu
    1. Menu planned on a balanced diet
        a. Meal planning
            1) One meal
            2) One-day outing
            3) Two-day outing
            4) Three-day outing
            5) Different methods of preparing meals
    2. Economical shopping lists
    3. Purchase orders for group menu

III. Attitude

A. Preparation
    1. Small group
    2. Individual

B. Clean-up

OUTDOOR ADVENTURE

OUTDOOR COOKING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Outdoor Cooking	1. To demonstrate the following outdoor cooking techniques for:		
	a. Tin can cooking		
	b. Toasting		
	c. Broiling		
	d. Stewing or boiling		
	e. Frying		
	f. One-pot meals		
	g. Steaming		
	h. Barbecuing		
	i. Baking		
	j. Planking		
	k. Bean hole		
	l. Non-utensil meals		
	m. On-a-rock cooking		
	n. Coleman stoves		
	o. Backpacking stoves		
	The student will:		
	1.1 Construct a buddy burner and tin can stove.	II	
	1.2 Cook three meals using three types of outdoor cooking techniques.	III	
	1.3 Cook a meal using four types of outdoor cooking techniques.	IV	

OUTDOOR ADVENTURE

OUTDOOR COOKING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	2. To demonstrate the following outdoor cooking food preparations for:		
	a. Tin can cooking		
	b. Open fire		
	c. Green stick cooking		
	d. Foil cooking		
	e. Stoves		
	f. Novelty cooking		
	The student will:		
	2.1 Demonstrate two types of food preparation.	III	
	2.2 Cook meals using four different types of outdoor cooking preparations.	IV	
Knowledge	3. To demonstrate an understanding of the following outdoor cooking techniques, the student will identify:		
	3.1 Tin can cooking	II	
	3.2 Toasting	II	
	3.3 Broiling	III	
	3.4 Stewing or boiling	III	
	3.5 Frying	II	
	3.6 One-pot meals	III	
	3.7 Steaming	IV	
	3.8 Barbecuing	III	

OUTDOOR ADVENTURE

OUTDOOR COOKING

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	3.9 Baking	II	
	3.10 Planking	IV	
	3.11 Bean hole	IV	
	3.12 Non-utensil meals	IV	
	3.13 On-a-rock cooking	IV	
	3.14 Coleman stoves	IV	
	3.15 Backpacking stoves	IV	
	4. To demonstrate outdoor cooking preparations for:		
	a. Tin can		
	b. Open fire		
	c. Green stick		
	d. Foil cooking		
	e. Stoves		
	f. Novelty		
	The student will:		
	4.1 Describe three methods of food preparation.	III	
	4.2 Identify two types of novelty cooking.	IV	
	5. To demonstrate economical shopping and nutritional meal planning, the student will:		
	5.1 Plan a menu for one meal and prepare a shopping list.	III	

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	5.2 Plan menus for three meals.	IV	
Attitude	6 To demonstrate social interaction, the student will:		
	6.1 Enthusiastically assist others as part of a group in the construction of a tin can stove and buddy burner, in the planning of a menu, in the preparation of the meal, and in the clean-up of the meal.	II	
	6.2 Willingly assist group members or partner in planning, preparing, cooking, and cleaning up three meals using outdoor cooking techniques.	III-IV	
Attitude	7. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	II-III IV	
	7.1 Take part in assigned activities.		
	7.2 Follow established safety rules.		
	7.3 Dress in appropriate attire.		
	7.4 Assist in distribution and care of equipment.		
	7.5 Work independently or in a group on skill development.		

OUTDOOR COOKING

	ACTIVITIES
Outdoor	1. Teacher demonstration and student participation of: a) Construction of tin can stove and buddy burner. b) Types of outdoor cooking methods. c) Novelty cooking techniques. d) Construction of cooking fires. e) Foil cooking, green stick cooking, and open fire cooking. f) Building reflector ovens. g) Food preparation. h) Coleman stove and backpacking stove cooking. i) Cooking breakfast, lunch or dinner meal on the tin can stove. 2. Teacher-student discussion of how to use and when to use outdoor cooking methods. 3. Making posters on basic food groups and balanced meals, types of outdoor cooking methods and techniques. 4. Small group menu planning for one meal to three-day outing meals. 5. Individual menu planning for one meal to three-day outing meals. 6. Making shopping lists, purchase orders, and actual purchase of food items. 7. Freeze-dried food cooking. 8. Looking up recipes for meal planning. 9. Cleaning and recovery of cooking utensils and cooking sites.

OUTDOOR ADVENTURE

OUTINGS AND TRIP PREPARATION

ACTIVITY CONTENT OUTLINE

I. Skill Development

A. Site Selection
1. On campus
2. Off campus

B. Equipment
1. Personal
2. Group
3. Checklists

C. Menu Planning
1. Nutritional menu
2. Shopping lists
3. Purchase orders

D. Packing

II. Knowledge

A. Location
1. On school campus
2. Off school campus
a. Wildlife habitat of area
b. Vegetation of area
c. Topography of area
d. History of area
3. Permission
4. Cost

B. Equipment
1. Personal
2. Group

C. Menu Planning
1. Balanced meals
2. Economical shopping

D. Weather Planning
1. Hot, cold, wet, dry
2. Clothes
3. Camping gear

E. Transportation

F. Critique
  1. Written
  2. Oral

III. Attitude

A. Preparation
  1. Small group
  2. Individual

B. Appreciation of Nature

C. Enjoyment of Outing

D. Responsibility of Others' Property and Self

OUTDOOR ADVENTURE

OUTINGS AND TRIP PREPARATION

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Outings and Trip Preparation Skills	1. To demonstrate the ability to set up and break down the outing site, taking into consideration the following: a. Slope of land b. Air and wind c. Water and wood d. Layout 1) Cooking area 2) Tent area 3) Activity area e. Camp and leave no trace The student will:		
	1.1 Set up and break down an outing site on the school campus.	III-IV	
	2. To demonstrate competency in the selection of equipment needed for an outing, the student will:		
	2.1 Make a personal equipment checklist.	III-IV	
	2.2 Make a group equipment checklist.	IV	
Knowledge	3. To demonstrate knowledge of appropriate outing sites, the student will:		
	3.1 Describe the location selection to include: a) Location. b) Permission to use. c) Cost of the outing. d) Transportation.	III	

OUTDOOR ADVENTURE

OUTINGS AND TRIP PREPARATION

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	4. To demonstrate knowledge of the location of the outing site, the student will:		
	4.1 Summarize in an oral report the type of wildlife habitat in the area of the outing.	III	
	4.2 Summarize in an oral report the type of vegetation in the area of the outing.	III	
	4.3 Summarize in an oral report the topography of the area	III	
	5. To demonstrate knowledge of equipment needed for an outing, the student will:		
	5.1 Describe the selection of appropriate sleeping equipment.	III	
	5.2 Identify the type of clothes and camping gear to use for two types of weather conditions.	III	
	6. To demonstrate knowledge of evaluation processes for outing, the student will:		
	6.1 Summarize the weak and strong aspects of the outing both in oral and written forms.	IV	
Attitude	7. To demonstrate social interaction, the student will:		
	7.1 Enthusiastically assist members of a group in general outing preparations.	IV	
	7.2 Enthusiastically assist members of a group in planning menus and checklists.	IV	

OUTDOOR ADVENTURE

OUTINGS AND TRIP PREPARATION

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Attitude	8. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	II-III IV	
	8.1 Take part in assigned activities.		
	8.2 Follow established safety rules.		
	8.3 Dress in appropriate attire.		
	8.4 Assist in distribution and care of equipment.		
	8.5 Work independently or in a group on skill development.		

OUTDOOR ADVENTURE

OUTINGS AND TRIP PREPARATION

TOPIC	ACTIVITIES
Outings and Trip Preparation	1. Teacher demonstration and discussion of: a. Setting up and breaking down the outing site. b. Types of equipment--tents, utensils, sleeping gear. c. Checklists for equipment on the outing. 2. Teacher-student discussion, demonstration, and participation in: a. Setting up and breaking down outing site. b. Personal and group checklists of needed equipment for the outing. c. Packing equipment for the outing. d. Equipment selection. e. Location selection. f. Clothes and camping gear for all types of weather--hot, cold, wet, dry. g. Planning the outing as to site, permission, cost, transportation, meal planning and follow-up. 3. Student planning and preparation of: a. Shopping lists. b. Menus for one meal, one-day, two-day, and three-day outings. c. Personal checklists. 4. One-meal outing on school campus. 5. Field trip to park or other picnic location for outing. 6. Student participation in: a. One-day outings. b. Two-day outings. c. Three-day outings. d. Camping trips. e. Backpacking trips. 7. Bulletin boards and posters made by students. 8. Resource person from local sporting goods store to demonstrate equipment. 9. Resource person from Wildlife and Fisheries Department. 10. Research work in library about habitat, vegetation, and history of the area of the outing. 11. Oral and written presentation of wildlife and vegetation, history of outing site. 12. Topographical map study. 13. Oral and written discussions on evaluation of the outing (strong and weak points of the outing). (Individually done as well as group.)

OUTDOOR ADVENTURE

TENTS AND SHELTERS

ACTIVITY CONTENT OUTLINE

I. Skill Development

  A. Tents
    1. Types
      a. Umbrella
      b. Wall
      c. Backpacking
    2. Pitching the tent
    3. Striking the tent

  B. Clean-up
    1. Tent
    2. Campsite

  C. Shelters
    1. Types
      a. Tarp
      b. Poncho
      c. Lean-to
      d. Thatched
      e. Improvised
    2. Construction of shelters

II. Knowledge

  A. Choosing A Campsite
    1. Slope of land
    2. Air and wind
    3. Water and wood
    4. Layout

  B. Tents
    1. Types
      a. Umbrella
      b. Wall
      c. Backpacking
    2. Materials used in tents
      a. Canvas
      b. Cotton
      c. Nylon
    3. Size
    4. Weight
    5. Construction
    6. Cost
    7. Care

ACTIVITY CONTENT OUTLINE

C. Shelters
1. Use and purpose of shelters
a. Tarp
b. Poncho
c. Lean-to
d. Thatched
e. Improvised
2. Knowledge of construction of shelters

III. Attitude

A. Appreciation of Nature
1. Camp and leave no trace

B. Preparation
1. Small group work
2. Individual

OUTDOOR ADVENTURE

TENTS AND SHELTERS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
Tents and Shelters Skill	1. To demonstrate competency in pitching and striking a tent in a style characterized by:		
	a. Check site.		
	b. Open folded tent.		
	c. Peg down corners.		
	d. Peg in tent pole pegs, fasten guy lines, raise tent poles, lifting tent into position.		
	e. Peg sides to ground.		
	The student will:		
	1.1 Pitch and strike a tent.	III	
	1.2 Pitch and strike two different kinds of tents.	IV	
	2. The student will demonstrate the proper technique for cleaning up the tent and the campsite.	III-IV	
	3. To demonstrate construction of the following shelters:		
	a. Tarp		
	b. Poncho		
	c. Lean-to		
	d. Thatched		
	e. Improvised		
	3.1 Construct three types of shelters.	IV	
Knowledge	4. To demonstrate an understanding of campsite selection, the student will:		

OUTDOOR ADVENTURE

TENTS AND SHELTERS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	4.1 Describe four techniques for choosing a campsite.	IV	
	5. To demonstrate the ability to select a proper tent, the student will identify:		
	5.1 Three types of tents.	III	
	5.2 Three types of materials used in tents.	IV	
	5.3 Different tent sizes.	III	
	5.4 Different tent weights.	IV	
	5.5 Proper care of tents.	IV	
	6. To demonstrate the purpose, use, and construction of the following shelters:		
	a. Tarp		
	b. Poncho		
	c. Lean-to		
	d. Thatched		
	e. Improvised		
	The student will:		
	6.1 Describe the use of three types of shelters.	IV	
	6.2 Describe the construction of three types of shelters.	IV	
Attitude	7. To demonstrate social interaction and self-confidence, the student will:		

OUTDOOR ADVENTURE

TENTS AND SHELTERS

TOPIC	PERFORMANCE OBJECTIVES	GRADE	NOTES
	7.1 Willingly assist other students in tent pitching and striking.	III	
	7.2 Willingly assist other students in constructing shelters.	IV	
Attitude	8. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:	II-II IV	
	8.1 Take part in assigned activities.		
	8.2 Follow established safety rules.		
	8.3 Dress in appropriate attire.		
	8.4 Assist in distribution and care of equipment.		
	8.5 Work independently or in a group on skill development.		

OUTDOOR ADVENTURE

TENTS AND SHELTERS

TOPIC	ACTIVITIES
Tents and Shelters	1. Teacher demonstration and student participation and practice of: a. Pitching and striking tents. b. Shelter construction. 2. Teacher review of knots and lashings. 3. Teacher-student discussion of: a. Campsite selection. b. Types of tents, materials used in tents, size of tents, weight of tents, construction of tents, cost of tents, and care of tents. c. Types of shelters and how and where to build them. 4. Bulletin boards, posters, and models of: a. Campsite selection. b. Tent materials, construction, sizes, and weights. c. Scaled down shelters. 5. Resource person including Scouts, Wildlife and Fisheries personnel, Girl Scouts, backpacker in local area, and sporting goods store representative can be invited to speak to the class. 6. Relay races on pitching and striking tents. 7. Overnight camping trips. 8. Setting up campsites on school campus. 9. Field trips to woods or other area. Construction of shelters at this site.

OUTDOOR ADVENTURE

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